2009 Annual School Report
Nemingha Public School

NSW Public Schools – Leading the way
Our school at a glance

Nemingha Public School is modern and well equipped. Every classroom has an interactive whiteboard and the school has a video conferencing centre. It is an excellent school where technology is used for learning and every student is encouraged to achieve their full potential.

Messages

Principal's message

At Nemingha Public School we offer progressive and quality education to students. The teachers and staff have been trained and skilled in implementing modern educational practices. This year we continued to implement up to date technology for learning. Nemingha was selected to present at the Department of Education and Training state technology conference in Sydney. We were awarded the New England Region’s ‘Excellence in Student Leadership Award’ in recognition of the school’s programs and practices. Once again we had a student make it to the state finals in spelling and we had two students who came second in the region’s multi cultural public speaking competition. In sport we had a large number of students excel and represent at state level. All of our students are stars and behind each door that opens lies a whole new set of opportunities to learn. We recognise and thank members of the community who have worked tirelessly over the year helping the school in many areas.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Aurora Reilly Principal

P&C message

The Nemingha P & C and its sub-committees have had another busy year. The Canteen once again provided a large amount of the funds raised and along with the Fundraising Committee’s efforts, a significant amount of resources have been purchased for the school.

Our new demountable has a new refrigerator courtesy of the P & C and $4000 was also given to the school in purchasing the new smart board. New readers were purchased for the Infants children as well as sport shirts to fit out our school sporting teams when representing Nemingha Public School. A new notebook computer and programmes were purchased for the P & C to help manage the accounts while $5000 is being put towards new outdoor tables and seats for various parts of the school which can also be used when events are being staged on the school oval. Our annual funding to the Library continued in 2009.

The P & C also assists our students and their families when representation at a state competition is achieved in either a sport or academic field. This year has seen $2700 distributed to 20 students which is a remarkable effort for a smaller school.

I would like to thank everyone associated with Nemingha Public School P & C, teachers and parents for supporting our fundraising and canteen which benefits the most important people, our children.

Peter Graham

P & C President

School Council Message

During the year members of the council along with parents, teachers and students have all been part of evaluating the school’s learning and sport & PE curriculum areas. This has taken a lot of work from everyone involved and a big thank you to all who participated in the surveys and who worked on the evaluation team. Thank you to members of the school council for their time and valuable input during 2009. Nemingha Public School is lucky to have the support of the parents, teachers and community who consistently volunteer their time to make this school the success it is today.

Megan Mann

Student representative's message

The SRC met each term and conducted fund raising activities. Funds were raised for the NSW Cancer Council, over $1 000 was made. End of term discos were held and organised by the SRC for Kinder to Year students and entry fees raised funds for new sporting equipment. The SRC assisted with the ‘Jump Rope For Heart’. Students skipped in groups during a sports session and collected money afterwards from their sponsors. They raised funds for the National Heart foundation and $5 000 was collected for research into heart disease. As part of an environmental project the SRC wrote to the Bunnings Hardware store for equipment to help with the vegetable garden. They were successful in gaining a 5 000 litre rainwater tank from Bunnings.
School context

Student information

Student enrolment profile

Management of non-attendance
Student absences are monitored and followed up in line with Department of Education & Training Attendance policy.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>K-1</td>
<td>K</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Y1</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Y2</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Y3</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Y4</td>
<td>4</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Y5</td>
<td>5</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Y6</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1(1.5day/w)</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1(1day/w)</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1(2days/w)</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1(.5day/w)</td>
</tr>
<tr>
<td>Senior Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative manager</td>
<td>1(3days/w)</td>
</tr>
<tr>
<td>School General Assistant</td>
<td>1(14.25/w)</td>
</tr>
</tbody>
</table>

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

Enter text here

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>Principal</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### Excellence in Student Leadership Award

Nemingha Public School was awarded the New England Region ‘Excellence in Student Leadership Award’ and it was presented in Education Week.

Mr. Peter Draper MP presented the ‘Excellence in Student Leadership’ award to Nemingha Public School. Phil Bellis, Sharna Hawes, SRC member, Aurora Reilly, Tim Hassan and Rhianna Graham School Captains accepted the award.

### Autumn Water Bug Survey

Stage 3 students and teachers participated in the ‘Autumn Water Bug Survey’ program by Waterwatch NSW. Students examined the number of bugs, presence of sensitive species and the diversity of bugs in water catchments close to the school. Mrs. Gooch entered in the ‘Write a Jingle Competition’ and won a prize pack for the school.

### Science Week

We were successful in gaining a $500 grant to celebrate Science Week 17th-21st August. The theme was ‘Reach for the Stars’ in recognition of ‘Year of Astronomy’. All classes were involved in science activities.

### State Technology Conference

Nemingha was selected to present at the state technology conference ‘Connected Learning Conference: Transforming Learning and Teaching’ 21st & 22nd July. The presentation showcased the exceptional work in integrating technology in teaching and learning at Nemingha. We received positive feedback from conference participants across the state.

### Microsoft Partnership

Mr. Phil Bellis was nominated by the school and region for the Microsoft sponsorship to attend the prestigious ‘Microsoft Asia Pacific Innovative Schools Forum’ in Brisbane.

### School performance 2009

#### Achievements

Multicultural Public Speaking Competition

Matthew Hughes and Rebecca Hughes were awarded highly commended at the Multicultural Public speaking competition in Tamworth in the Stage 3 and Stage 2 divisions. Well done to Chloe Hope and Karie Mayman for their speeches at the event.

Choral Speaking

Tamworth Eisteddfod 20th May. Stage 2 presented ‘Puppy Problems’ by Pam Ayres and ‘Riders in the Stand’ by Banjo Paterson. Stage 3 presented ‘Heaps of Stuff’ by Pam Ayres and ‘The Man from Iron Bark’ by Banjo Paterson. Both stages scored in the high eighties.
Spelling Bee
In the ‘Premier’s Spelling Bee’ competition Harrison Diss achieved regional finalist in the Senior Division and Matthew Hughes came third. Caitlin Kemp and Matthew Corney made it to the fifth round in the Junior Division. Harrison competed in the state competition 19th November in Sydney, making it to the third round.

Art
The school entered various artistic competitions: ‘Digital Art 2009’, A story and drawing competition titled ‘Creepy Crawlies Life Underground’ by Cotton Catchment Communities. Students were presented with congratulation and participation certificates for the digital art competitions.

Students who entered the ‘Cotton Catchment’ competition were presented with participation certificates. Students were also awarded certificates for great art work: April McMillan, Amelia Francis, Sophie Pennell, Eliza Draper, Cate Batho, Hannah Ellsley.

Writing
Sophie Pennell, Olivia O’Shannesy, Lauren Barling, Bree Parker, Morgan Fraser, April McMillan, Eliza Draper, Montana Ellsley were awarded certificates for great story writing, in the ‘Creepy Crawlies’ competition.

Twenty three students from Year 5/6 entered the Department’s Digital Writing Competition and were awarded with participation certificates.

Tamworth Show
Nemingha presented a display of students’ work Kinder to Year 6 at the Tamworth Show in Term 1.

Charity Day
A bush fire appeal charity day was held in Term 1. It was a huge success raising close to $2 500 for the Victorian School Aid Appeal.

Music
The school participated in a nation-wide music singing event. Kinder to Year 6 learnt the song ‘Music is Everything’ in singing lessons and then joined in on the day.

Sport
Throughout 2009 the school competed in many ‘Primary School Sporting Association’ knockout competitions. These included soccer, touch football, netball, cricket and hockey. The boys hockey team reached the regional finals and played against Grafton Sth P.S. in an inter-regional game while the girls cricket team were successful throughout their competition reaching second place in the state. The following students reached State level of competition: Tim Hassan and Montana Ellsley in Athletics; Chloe Hope, Rachel Barling, Morgan Fraser and Rhiannon Graham in cricket; Matthew Sing, Jock Evans and Blake Abra in hockey; Harry Turnham in swimming and rugby league: Khea Stringer in football.

As part of the school physical education program the Jump Rope for Heart initiative was once again introduced to all children. Children skipped rope individually, in pairs and in small groups during the year as part of their daily sport and fitness program. Children also raised over $5000 for the National Heart Foundation research work. The ‘Active After School Program’ continued into its fourth year at Nemingha PS. Sessions were offered to all children twice a week in the areas of swimming, golf and multi skill activities.

Academic
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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Our school provides programs which educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. This resulted in an increase in students’ knowledge of Aboriginal culture and respect for heritage and tradition.

Drug Education

The school implemented drug education programs in consultation with the Region’s drug education consultant. Parent information sessions were held on Wednesday 27th May.

Multicultural education

The school provides programs which educate all students about multicultural education. This year Stage 3 students participated in a Curriculum directorate COGs multi cultural project involving drama, HSIE and the creative arts.

Stage 3 students wearing masks designed for the project.

Respect and responsibility

The student welfare policy was implemented and procedures reviewed to ensure consistency and communication between the school and community. The award system continued throughout the year encouraging students to perform to the best of their ability and to take responsibility for their learning and behaviour.

Best Start

Best Start is a Department initiative in providing an assessment plan for children starting school. All kindergarten children at Nemingha Public School were assessed in their first weeks of formal education and an individual learning plan was developed for each of them. This allowed for accurate feedback to parents, as well as tracking of each student’s results throughout their first year of education.

Mathematics ‘Counting On’

A numeracy project ‘Counting On’ Yr. 5 to 8 was conducted to improve students’ number skills. A primary and Tamworth High teacher were trained and they implemented the strategies in their schools. There was a 90% improvement rate from March to December results.

Reading Recovery

The ‘Reading Recovery’ program was implemented in 2009. This is an early intervention program designed to help children in Year 1 who need further support in Literacy after their first year at school. This year five students participated in the program.
Technology

In 2009 all classes continued to use interactive whiteboards in classroom activities, integrating the use of learning objects and related activities across the key learning areas. The P&C partially funded the purchase and installation of an interactive whiteboard package for the newly installed demountable classroom. Video links and video conferencing were established with a number of local and out of region schools. Nemingha communicated with the schools on topics such as multiculturalism, visual arts and science.

All staff attended the inaugural ITEC conference and workshops held in Tamworth earlier this year. Teachers improved their skills in on-line maths modules, video conferencing techniques, multimedia applications and the use of NoteBook software with interactive whiteboards. The Assistant Principal, Mr Phil Bellis, attended an international Innovative School Conference sponsored by Microsoft at the Sunshine Coast University. The school is part of the network of global schools in the ‘Partnership in Learning’ program. There are resources and ideas that can lead to innovative changes in learning for life and education in the 21st Century.

The Assistant Principal Mr. Phil Bellis and Principal Mrs. Aurora Reilly presented at the Department of Education and Training ‘Transforming Teaching and Learning Conference’ in Sydney in July. It was titled ‘Chalkboards- Dust to Dust’, which examined and highlighted the paradigm shift faced by Nemingha PS staff in the introduction of interactive white boards as part of the digital revolution. The professional learning conference focussed on a range of issues critical to positive learning outcomes for students such as the use of digital and interactive technologies and curriculum options across communities of schools. Key strategies such as the NSW Quality Teaching model were also highlighted.

The school’s website was redeveloped with the introduction of the School Website Service. Staff can update the school website from any internet connection, allowing a greater scope for community communication and receiving of information.

Leadership

The school was recognised as a leader in student leadership after receiving a regional award for ‘Excellence in Student Leadership’. Year 6 students once again attended a school organised leadership and mediation camp for 2 days which provided students with problem solving, conflict resolution and decision making skills. The captains and vice captains of the school attended a student leadership training event which stressed the importance of working as a team and ways in which they can have an impact on others by being a role model.

Environmental Education

Funding received through the P. and C. enabled the purchase of a greenhouse which allowed students to propagate seedlings and establish a vegetable garden. Classroom science programs were implemented and students grew seedlings under various conditions and factors related to light, soil content and moisture. Seedlings transplanted to the vegetable garden were monitored and cared for by students, instilling awareness about water use and basic care of plants. Students became aware of the need to conserve water in times of drought and started collecting water from the overflow pipes from classroom air conditioners to water the seedlings. In times of rain children commented on the waste of water from the roof of the sand-pit enclosure. Further funds were obtained to purchase and install a 5000L tank and pressure pump to water the greenhouse and garden beds.

Connected Outcomes Groups ‘COGs’

Once again Nemingha Public School has been part of the Connected Outcomes Groups (COGs) project for a second year in succession. The COGs were developed by classroom teachers supported by curriculum specialists. Together they worked to identify connections between syllabus outcomes from the HSIE, PDHPE, Creative Arts and Science and Technology and grouped these into a framework across K-6. The materials adopt an integrated curriculum approach and have been developed by making connections between syllabus outcomes from across key learning areas.

The 2009 scope and sequence for COGs related to subjects such as “Growing and Changing,” “Being Australian,” “Traditions and Heritage,” and “Healthy Choices.” These units of work have lent themselves to producing many interesting outcomes for the students at Nemingha Public School, such as the classroom museum project and “Living Book” display. All teaching staff at Nemingha Public School will continue to use these quality teaching and learning activities during the 2010 school year.
Peer Support

Harry Turnham is listening to Caitlin Brooker and Braith Petty.

Environmental Science

Mrs. Gooch, Courtney Smith and Tom Pullman display the water testing kit.

Charity Day

Nemingha PS raised funds for the Victorian Bush Fire Appeal. ‘We Care’ was spelt out with coins.

Tree Day

Abby Parr, James Smith and Cale Bruce are planting a tree in the school grounds.

School Greenhouse

Mark McBride, Ayden Brumby, Owen Harvey, Eliza Draper (in the greenhouse) and Paul Murphy working on the greenhouse purchased by the P&C.

Leadership Camp

Year 6 students at the leadership camp 2009 in Nundle.
Progress on 2009 targets

Target 1
To improve writing and spelling results by 15% across the school.

Our achievements include:
During the 2009 school year we have been able to achieve this target through:
- explicit and systematic literacy teaching;
- the implementation of Interactive Whiteboard technology and programs;
- professional training and certified course in assessing and marking writing in line with NAPLAN criteria for all teachers.

In all classes there has been an increase in the number of children who are achieving writing and spelling outcomes at or above their grade level.

Target 2
To improve number results by 15% across the school.

Our achievements include:
During the 2009 school year we have been able to achieve this target through:
- explicit and systematic numeracy teaching;
- the implementation of Interactive Whiteboard technology and programs;
- the implementation of "Count Me in Too" and "Counting On" number programs across the school, and
- the use of the "Early Learning Continuum" for numeracy through the Best Start program.

In all classes there has been an increase in the number of children who are achieving number outcomes at or above their grade level.

Target 3
To improve student engagement and higher order thinking skills through connected learning.

Our achievements include:
- video conferencing sessions where students were engaged in higher order thinking skills when connecting, collaborating and communicating with other schools;
- Year 6 students successfully competed in ‘Jeopardy’ program using video conferencing against schools across Sydney;
- video connections focusing on communication, listening and sharing skills included conferences with Illaroo PS, Nowra and Hillvue PS, Tamworth;
- Stage 2 students researched and presented quality information using a range of technology skills for their COGs 'Treasures' project and they linked concepts with digital resources on the network;
- the implementation of ‘Bloom’s digital taxonomy’ in teaching strategies to increase higher order learning skills, and
- Web 2.0 technologies for Stage 3 students and they connected and collaborated as a group using a class based WIKI. Students successfully interacted in classroom discussion topics and bulletin boards on-line.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of learning and sport.

Educational and management practice
Learning

Background
Nemingha Public School is committed to improving and keeping up to date in teaching and learning. Technology has been integrated in teaching/learning and the Smartboards have been in classrooms for three years. It was decided to evaluate the effectiveness of the teaching and learning practices. An evaluation team was formed including executive, staff, teachers and parents. The team conducted the survey activities. The evaluation process involved parents, students and teachers. The following evaluation tools were used: digital surveys; survey forms; School Instructional Practice Inventory Assessment for teachers.

Findings and conclusions
A Department of Education survey on learning was completed by forty four parents, all teachers and students Kinder to Year 6. The survey had the first eight questions addressed to all groups to gather a perception of learning across the school community. There were four questions that were specific and relevant to each group.

A high majority of parents, teachers and students stated that the classroom is an interesting place to learn. Teachers responded highly that there was communication about students’ learning however, half of the parents indicated that communication about their child’s learning was held most of the time. Forty-four percent stated that it happened sometimes and a small percentage stated rarely. The students’ responses were similar to the parents, with fifty five percent agreeing
communication was held most of the time and forty percent agreeing it was held sometimes. All groups responded highly about having equipment and resources for learning. Forty eight percent of parents stated that other people assist their child in learning with twenty eight stating sometimes. Teachers rated this highly and sixty percent of students indicated that there are other people who help them with their learning besides their class teacher.

A very high percentage of parents, teachers and students stated that the school expects students to achieve their best. Also, the majority of parents, teachers and students agreed that students take pride in their learning. Seventy five percent of parents agreed that there was a balance of students working on their own and in groups. All teachers rated this highly and sixty percent of students Kinder to Year 2. Seventy four percent of students Year 3 to 6 agreed there was a balance of students working on their own and in groups. Six percent of parents, thirty-four percent of Kinder to Year 2 and twenty-three percent of students Year 3 to Year 6 stated that sometimes there was a balance of students working on their own and in groups with a very small percent of parents and students responding rarely.

All teachers stated that students try to do things that are new and different. Fifty nine percent of parents, seventy-seven percent of Kinder to Year 2 and eighty-one percent of students Year 3 to 6 agreed. Sixteen to eighteen percent of parents and students agreed sometimes and a small percentage stated rarely. Eighteen percent of parents were unsure if students try to do things that are new and different. A very high percent of students Year 3 to 6 stated that students reflect on their learning and engage in self assessment. Seventy three percent of teachers agreed and thirty one percent of parents. Twenty seven percent of teachers, thirty four percent of parents and twelve percent of students stated that students reflect on their learning and engage in self assessment sometimes. A very small percent of students Year 3 to 6 and eleven percent of parents stated rarely. Twenty four percent of parents were unsure. Ninety four percent of students Kinder to Year 2 agreed that their teacher helps them to learn and understand.

The New England Department Education School Development Officer conducted a learning observation throughout the school and this provided a snapshot of the teaching/learning practices. The observation results showed a high percent of teacher led instruction and students engaged in their learning. However, there was a lower percentage for students actively engaged in their learning.

Future directions
The school will continually improve and keep ahead with quality teaching/learning practices. There is a need to provide more communication about students’ learning to parents and to students. Students will be provided with opportunities to reflect on their learning and be involved in self assessment. Professional learning programs and activities will be published especially through the Newslink so that parents will be more informed of the professionalism at the school. In the classroom teachers will work on explicit and systematic teaching models in line with the Department’s quality teaching framework and learning outcomes. Learning will be a target in 2010, to increase the level of students actively involved in their learning.

Curriculum

Sport
Background
A school evaluation of the Sport/PE subject was conducted during term 3. The evaluation process involved parent, student and teacher surveys and discussions and a review of the Department syllabus, school sport/PE policy and plan.

Findings and conclusions
A parent survey was completed and returned by 44 of families. Teachers and all students Kinder to Year 6 were surveyed. Teachers and Year 3 to Year 6 students responded to a digital survey.

All parents agree that Sport/PE is an important subject. Generally, parents were happy with their children’s increasing skills in Sport/PE and a high majority agreed that their children enjoy team sports and PE activities. Eighty-two percent of parents agreed that the school provides sufficient and suitable sporting equipment. A high percentage of parents agreed that Sport/PE helps
their child’s physical, fitness and teamwork skills now and in the future. And a high percentage of parents stated that Sport/PE helped with their child’s confidence, health, well being and sportsmanship. Fifty eight percent stated that due to their child’s involvement in a sporting program at school that it has encouraged their child to participate in a week end sport. Parents were mostly aware that soccer, netball, hockey, cricket, tennis have been coached this year. Most parents stated that they think between sixty to ninety minutes a week is the time that their child participates in organised sporting activities. Fifty nine percent were aware that outside coaches assist in school programs.

A very high percentage of students Kinder to Year 6 agree that sport is an important subject at school. Seventy five percent of Kinder to Year 2 students thought that they did enough Sport/PE a week and twenty three percent of Year 3 to 6 students. Seventy seven percent Year 3 to 6 stated that they didn’t do enough. A high majority of all students agreed there was sufficient sporting equipment. Students Kinder to Year 2 would like coaching at school for different sports. Students Year 3 to 6 stated that they would like coaching in soccer, hockey, netball, cricket and a quarter stated other sports. Eighty six percent of Kinder to Year 2 students participated in sport outside school and seventy nine percent of Year 3 to 6 students. Students Year 3 to 6 listed a range of sports they participated in outside school, such as, horse riding, netball, hockey, dancing, swimming, tennis, gymnastics, basketball being the most popular. A high percent of all students would like to do daily PE.

The teacher survey also indicated a high degree of enjoyment of Sport/PE among students. All teachers stated that Sport/PE is an important subject. Lessons are based on syllabus outcomes and are leading to improved student achievements. Teachers spend sixty to ninety minutes a week on Sport/PE and there is sufficient and suitable equipment. The majority of teachers would like to have more access to outside coaches who will assist in sport programs. Teachers rated hockey, athletics, soccer, netball as sports they would like to see at the school. There were many areas of Sport/PE that teachers would like more professional training in and athletics coaching was rated the highest. All teachers agree that the school encourages students to participate in week end sport and they agree that students would benefit from daily PE.

Future directions
The school will continually improve and keep ahead with quality teaching/learning practices in Sport/PE. The sport policy will be reviewed and updated. The school’s sport program and plan will be reviewed in line with the Department of Education and Training policies and guidelines.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. The majority of parents rated the school highly and overall, parents are satisfied with the school. They agree that students are encouraged to continually strive for their highest levels of individual success. Parents are supportive and involved at the school.

Teachers participated in an analysis of the school and identified areas of strength and for improvement. Overall, the staff is satisfied with the school.

Professional learning
Teachers and staff attended professional learning activities and projects throughout the year, funds were provided by the Department and school. All teachers participated in a marking writing on-line course and were awarded a certificate. All staff attended the Regional technology two day conference in May. Literacy and Numeracy were a key focus for professional development. Workshops conducted by Regional consultants and staff meetings were held.

Staff continually updated their ‘Smart-board’ and technology skills through staff meetings and workshops. The school provided professional learning through the staff development days in Term 1, 2, 3 and 4. The Development days covered curriculum, technology, quality teaching and learning, middle schooling, literacy and numeracy.

School development 2009 – 2011
Nemingha Public School developed a three year strategic plan in line with Region, State and School priorities. The areas are: Literacy and Numeracy; Student Wellbeing and Transition; Aboriginal Education and Training; Teacher Quality; Teaching and Learning - Connected Learning.

In 2010 the school will be developing an Environmental Education Plan and policy. The school will also be involved in the ‘Climate Savers’ project and teachers, staff and students will work on sustaining our environment, renewable energies and saving energy.
Targets for 2010

Target 1

Literacy:
Improve students achieving writing, grammar & punctuation outcomes by 15% across the school.

Strategies to achieve this target include:
- Best Start Kinder Assessment
- explicit teaching – Literacy Strategy
- NAPLAN writing criteria and assessment
- writing criteria and assessment plan across the school
- professional learning – ‘Quality Teaching - Making the Difference’

Our success will be measured by:
- NAPLAN results at or above state average for Year 3, 5 & 7
- Increase in students achieving at or above in writing by 15%
- Increase in students achieving grammar and punctuation outcomes by 15%

Target 2

Numeracy:
Improve students achieving working mathematically outcomes by 15% across the school.

Strategies to achieve this target include:
- Best Start Kinder Assessment;
- explicit teaching – Numeracy Strategy;
- NAPLAN criteria and assessment;
- Numeracy and assessment plan across the school;
- professional learning – ‘Quality Teaching - Making the Difference’

Our success will be measured by:
- NAPLAN results at or above state average for Year 3, 5 & 7
- Increase in students achieving at or above in working mathematically by 15%
- Increase in students achieving numeracy outcomes by 15%

Target 3

Learning:
Increase the quality and quantity of ‘feedback’ to students about their learning to improve student engagement and performance.

Strategies to achieve this target include:
- implement quality teaching and learning;
- feedback strategies incorporated in teaching/learning programs;
- Implement ‘Quality feedback strategies’ by Prof. Dinham
- Professional learning – ‘Quality of feedback Making the Difference’

Our success will be measured by:
- NAPLAN results at or above state average for Year 3, 5 & 7
- Increase in students achieving at or above in writing by 15%
- Increase in students achieving grammar and punctuation outcomes by 15%
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Aurora Reilly    Principal
Phil Bellis    Assistant Principal
Leanne Kemp    Assistant Principal
Peter Graham    P&C President
Megan Mann    School Council President
John Klepzig    Evaluation team parent
Kristine Sharkey    Evaluation team teacher
Nicolette Moss    School Council
Dawn Hempstead School Council
Jo Roberts    School Council
Erryn Crowell    School Council
Tracy Gooch    School Council
Scott Hughes    School Council

School contact information

Nemingha Public School
145 Nundle Road Tamworth 2354
Ph: 6760 9225
Fax:6760 9479
Email: Nemingha-p.school@det.nsw.edu.au
Web: www.nemingha-p.school.nsw.edu.au
School Code: 2725

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: