2008 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. Nemingha is part of the ‘Connected Classrooms’ project in the region. It is poised to be a leader in technology and education. 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

It has been an exciting time for Nemingha Public School as we expanded our communication and learning through video conferencing. This year the Basic Skills (National Assessment Program) results were outstanding. We are achieving in the foundations as well as going forward for the future in education. In 2008 it has been the start of taking the next level towards a ‘Digital School’.

Our school’s achievements are due to the efforts and dedication of the students, staff and parents. I would like to congratulate all members of our community for their work throughout the year.

The 2008 Annual School Report for Nemingha Public School outlines a process of self evaluation and annual reporting to the parents, community and Department Education and Training. These are the central components of a school’s accountability requirements and also they are important for the school’s planning and development.

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

School Council Message

During the year the school council has been involved in implementing the bullying, multiculturalism and anti-racism policies. The council also reviewed and updated the ‘School Council Constitution’. Members of the council along with parents, teachers and students have all been part of evaluating the school’s Award System. This has taken a lot of work from everyone involved and a big thank you to all who participated in the surveys and parent focus groups. The council reviewed the NAPLAN (National Assessments for Literacy and Numeracy) results for the Year 3 and Year 5 students and Nemingha Public School students scored above the State and Regional level in Literacy and Numeracy. Thank you to members of the school council for their time and valuable input during 2008. 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

As part of the school’s Seniors Program the ‘Student Representative Council’ met each term and assisted in fund raising activities. The Biggest Morning Tea was held and raised money for the Cancer Council while the annual Charity Day raised funds for the Westpac Helicopter. In total nearly $2000 was collected. The Peer Mediation Camp was held at Nundle and Year 6 students were trained in leadership skills and resolving minor playground issues. The ‘Student Representative Council’ assisted in a school competition with Wonder Bread and families sent in plastic bread wrappers. In excess of 3000 wrappers were collected and the school was able to redeem sporting equipment as a prize. A community grant from ‘JobLink Plus’ in Tamworth enabled the SRC and seniors to be involved in an environmental project. A total of $595 was used to purchase recycled timber for the construction of native bird breeding boxes, purchasing worm farms and equipment for a greenhouse so that native seedlings could be propagated.

P&C Message

The P&C has had another active year and with the help of the school community over $10 000 was raised. The successfully run canteen, open two days a week, contributed a significant amount to this total, specifically allowing the purchase of PM readers and software for our Infants students. During 2008, the shade sails were installed between the COLA and the hall, cricket nets were repaired, funds were provided to the library and the P&C assisted six children in travel costs to attend state competitions. I thank parents, teachers and the Nemingha community for the continued support of our children.

Sharon Draper P&C President
School Context

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

Student enrolment profile

Student attendance profile

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.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Class</th>
<th>Roll</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>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>K-1</td>
<td>K</td>
<td>5</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>16</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Y1-2</td>
<td>2</td>
<td>14</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Y1-2</td>
<td>1</td>
<td>11</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Y2-3</td>
<td>3</td>
<td>19</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Y2-3</td>
<td>2</td>
<td>7</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Y4</td>
<td>4</td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Y4-5</td>
<td>5</td>
<td>22</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Y4-5</td>
<td>4</td>
<td>4</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Y6</td>
<td>6</td>
<td>28</td>
<td>28</td>
<td></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</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1 (2.5 day/w)</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1 (1 day/w)</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1 (2 day/w)</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1 (.5 day/w)</td>
</tr>
<tr>
<td>Senior Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>1 (3 days)</td>
</tr>
<tr>
<td>School General Assistant</td>
<td>1 (14.25hrs)</td>
</tr>
</tbody>
</table>

Staff retention
The staffing structure was stable in 2008.

Staff attendance
Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was.

In 2008, the average daily staff attendance rate was: 97.8%

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

<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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>104 356.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>83 930.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>70 769.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>36 190.73</td>
</tr>
<tr>
<td>Interest</td>
<td>7 352.96</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10 166.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>287 548.18</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 22 315.93  |
| Excursions                 | 14 995.48  |
| Extracurricular dissections | 4 817.76   |
| Library                    | 3 507.87   |
| Training & development     | 7 963.75   |
| Tied funds                 | 57 456.55  |
| Casual relief teachers     | 14 460.87  |
| Administration & office    | 24 644.16  |
| School-operated canteen    | 0.00       |
| Utilities                  | 15 227.61  |
| Maintenance                | 8 079.44   |
| Trust accounts             | 9 722.30   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 183 191.72 |
| **Balance carried forward**| 104 356.46 |

A full copy of the school's 2008 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.

School performance 2008

Achievements

Literacy project

‘Partnerships in Learning-Learning across the Generations’ Grandparents and a group of students from every classroom worked to produce a digital big book. The project was a Literacy Week initiative and was presented during ‘Literacy and Numeracy Week 2008’. The school was successful in gaining $1 000 grant from the Department for the project.

Science In A Box

The school was successful in gaining a donation of three ‘Science In A Box’ science programs, resources and professional development. It is an initiative by ATSIM and pioneered by Mr. Bryan Pennington. The program was implemented across the school and raised the profile of science. There was an increase in students achieving science outcomes and a significant increase in student engagement.

Afternoon of the Notable Scientists

Stage 3 students researched and presented themselves as scientists to the school and community in ‘Science Week’. This was linked to the science program in the school. The school was successful in gaining $500 grant from the Department for the project.

Science In A Box

Mr. Pennington presented the ‘Science Box’ to Mrs. Reilly and students.

Art

Student’s art work was selected for competition ‘Operation Art’. Art work was on display in Sydney in Term 2 and then hung in children hospitals and offices.

Students gained first prize, second prize, highly commended for art work at the Tamworth Show in Term 1.

Spelling

‘Premier’s Spelling Bee Competition.’ Meg Attwell achieved regional finalist in the senior division and Harrison Diss was runner up in the junior division. Matthew Hughes competed in the regional senior finals and Eliza Draper came fourth in the junior finals. Meg competed in the State competition 19th November in Sydney, coming 19th in the state.

Debating

The school formed a debating squad to train students in public speaking and debating. A team was selected and they debated against Somerton Public School and won their first debate.
Performing Arts

The concert ‘A Tribute to the Olympics’ was very successful and a highlight of 2008. There was also a tribute to parent, George Barton, Olympic Skeet Shooter.

CAPERS

Stage 3 students participated in the massed choir at the CAPERS festival which was held at the Tamworth Regional Entertainment Centre.

Sport

The school competed in many ‘Primary School Sporting Association’ knockout competitions within the district including soccer, touch, hockey, cricket and netball. The following students competed at a regional level in athletics: Aaron Rockstroh 100m Track; Morgan Fraser, Ashleigh Bridge, Laticia Mepham and Rhiannon Graham in the Junior Girls Relay; Tim Hassan in the Long Jump and Patrick Mepham in the 800m track. In swimming seven school competitors went to the regional carnival. They were Jayden Townsend, David Willis, Harry Turnham, Callam Mepham, Blake Sissons and Rhiannon Graham. Harry Turnham progressed to the State Swimming Championships competing in backstroke, freestyle and the individual medley. In girls’ cricket, three girls made selection into the North West team and competed in the State Carnival in Sydney. They were Rhiannon Graham, Rachel Barling and Khea Stringer. The ‘Active After School Program’ continues into its third year at Nemingha PS with an average of thirty pupils attending fun, physical activities two afternoons a week.

Student Achievement in 2008

Literacy – NAPLAN Year 3

The overall results in 2008 for Year 3 were above state and region average in all areas – reading, writing, spelling, grammar & punctuation.

Literacy – NAPLAN Year 5

The overall results for Year 5 in 2008 were above state and region average. The average was above in all areas – reading, writing, spelling, grammar & punctuation.

Numeracy – NAPLAN Year 3

The overall results for Year 3 in 2008 were above state and region average in all areas – number, patterns & algebra, measurement, data, space and geometry.

Numeracy – NAPLAN Year 5

The overall results for Year 5 in 2008 were significantly above state and region average. Results were above in all areas – number, patterns & algebra, measurement, data, space and geometry.

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)

Literacy – NAPLAN Year 3

The overall results in 2008 for Year 3 were above state and region average in all areas – reading, writing, spelling, grammar & punctuation.
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 2008**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</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 student's knowledge of Aboriginal culture and respect for heritage and tradition.

Multicultural education

The school held a Multicultural Day on 20th March combined with Kootingal Public School at Nemingha to celebrate state ‘Harmony Day’. Massiel Barros-Torning performed songs and dances from Chile and students were involved in various cultural activities and a Mini-Olympics representing a range of countries.

Respect and Responsibility

The anti-bullying 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.

Other programs

Student Leadership

Year 6 students were once again involved in leadership and peer mediation programs. The programs provided students with problem solving, conflict resolution and decision making skills. Students were able to resolve playground issues and be a role model for younger students.

Information and Communication Technology

In 2008 class groups connected via video links to a number of neighbouring schools. Teachers used the facilities in professional development sessions in music and with ‘Curriculum Directorate’ to develop teacher awareness in ‘Connected Outcome Group’ units. Video conferencing technology assisted in interviewing teachers for the Assistant Principal position this year.

The school’s web site was developed and connected on-line with the assistance of a parent, Mrs Monica Anderson, who spent many volunteered hours compiling information and making necessary links. Internally, the school’s intranet continues to develop and expand as a network of links for teachers and students. One initiative was the introduction of ‘U SCHOOL’ where information is communicated via the Smartboard to all classes at the beginning of the day and teachers and students are able to view reminders and events for the day.

Digital portfolios were designed and used as a ‘digital folder’ where work samples and student multimedia projects were stored and displayed. All classrooms have scanners. Reading software was purchased by the P&C and installed across the network for younger students.

The Assistant Principal, Phil Bellis attended an international conference in Sydney on ‘Leading a Digital School’. Nemingha Public School is well placed in leading the way in digital technologies to enhance teaching practices and improve student outcomes. The conference highlighted the need to involve all stakeholders in the digital revolution.

Reading Recovery

‘Reading Recovery’ was implemented in 2008. It is an early intervention program designed to help children in Year 1 who need further support in literacy learning after their first year at school.

This year of the 29 students in Year 1, 10 students participated in the program. Students achieved high results and there has been an increase in the average reading level across the grade.

Tim Hassan is wearing traditional Chilean outfit and Massiel Barros-Torning making the final touches.
Science programs

Students applied problem solving and higher order thinking skills using ‘Science in a Box’ resources and programs.

Leadership Camp

Year 6 students worked on team skills at the leadership camp.

Environment

Shannon Woollard displaying a bird nesting box at Charity Day. The boxes were made by Year 6 students to raise money to help endangered animals.

Literacy project ‘Partnerships in Learning’

Year 2 students and grandparent helper Rona Allen presented their digital big book during Literacy Week.

Spelling Bee

Meg Attwell and Matthew Hughes competed at the Regional Spelling Bee. Meg gained first place.

Junior Division

In the Junior Division of the Spelling Bee competition Eliza Draper came fourth and Harrison Diss was runner up.
Progress on 2008 targets

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

Our achievements include:
In NAPLAN (National Assessment) Year 3 and 5 students scored above state and region average for reading. In writing Year 5 achieved significantly above the state and region score and Year 3 achieved just above the state and region.

An increase in students’ reading levels for Kinder to Year 1 with 85% achieving reading levels.

In Year 2 90% achieved Level 26 meeting the regional target.

In reading and writing 87% Kinder to Year 6 students achieved outcomes for their stage.

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

Our achievements include:
In NAPLAN (National Assessment) Year 3 and 5 students scored significantly above state and region average for number and measurement.

In number 76% of the school achieved a result of over 70% and 85% achieved over 50%.

In measurement 66% of the school achieved a result of over 70% and 75% achieved over 50%.

Target 3
To increase technology skills especially in assessment and reporting.

Our achievements include:
The student digital portfolios have been successfully implemented across the school.

There has been an increase in technology skills, including scanning, recording, filing and publishing across the school.

The student reports have been successfully published using technology.

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 2008 our school evaluated the award system and ‘Connected Outcomes Groups’ (COGS) program for Curriculum.

Educational and management practice

Nemingha Public School – Award System

Background
The school’s Award System had been implemented for some time and there was a need to review it. A full school evaluation was conducted during Term 2 and Term 3. An evaluation team was formed including executive, staff, teachers and parents. The team designed and conducted the survey activities. The evaluation process involved parents, students and teachers. The following evaluation tools were used: parent and teacher focus groups; parent, student and staff surveys; ‘Plus Minus Interesting’ (PMI) across the seven classes and parent groups; a Year 6 class survey via the Internet; a ‘Positive and Negative Analysis’ with teachers.

Findings and Conclusions

Parent Focus Groups
Three parent focus groups were conducted with twenty five parents attending the groups in all. All three groups agreed that the system works well and that students valued their awards. Parents commented on guidelines to be developed for handing out of awards and that criteria should be set. All three groups discussed the need to have consistency in handing out awards, one group felt that no limit should be placed on the number of awards handed out and another group thought that we could have criteria for Kinder to Year 2 and for Year 3 to Year 6. Having a procedure in place to count towards a bronze award was put forward by all groups. An example given was a sticker chart and that students could receive a bronze after ten stickers. Parents stated that their child/ children are making an effort to achieve awards and that they have noticed positive behaviour due to receiving awards. Most commented that awards should not be taken away from students. Children are competitive with awards but parents stated that it was positive and encouraging competition. The parent groups were made aware of the cost involved in operating the award system and they agreed that we should consider ways of making it an effective system from all areas. Many positive suggestions were offered.

Parent Survey
A parent survey was completed and fifty seven were returned. Features of responses included a majority of parents agreeing that the award system is easily understood and fifty nine per cent thought it was a fair system. Twenty nine per cent disagreed that the awards were given out fairly, twenty six per cent were unsure and forty five per cent agreed they were given out fairly.
Over half of the parents didn’t think awards were too easily gained and sixty seven per cent disagreed that they should be harder to achieve. Consistency was a major issue with forty percent not sure if awards were given out consistently and forty four per cent disagreeing. Seventy-eight per cent agreed set criteria would be helpful.

A high majority agreed that service awards are highly valued and prized by parents and awards are the best way to offer incentives to students. Seventy six per cent disagreed with not counting an assembly award towards achieving a gold award. Half agreed that awards create competition and twenty eight per cent were not sure. A very high percentage agreed that their child tries hard to achieve awards and that the awards have had a positive influence on their child’s attitudes and behaviour. Fifty three per cent agreed that their child/children think the award system is fair and eighty five per cent agreed that their child/children highly value the service awards. Most parents agree that students placed on levels should not be presented with a silver, gold or service award and in particular for more serious behaviours such as detention and suspension. Forty percent agreed that the school should look for alternative ways with sixteen percent not sure.

Staff Survey
A staff survey was completed with twelve surveys returned. A high majority of staff agree that the awards system is easily understood and fair. Fifty eight per cent agree that the awards are given out fairly with 16 per cent not sure. Fifty per cent agree that awards are too easily gained and forty two per cent disagree. Forty two percent disagree that awards should be harder to gain and twenty five per cent agree that awards should be harder to gain. Over half agree that awards are not given out consistently with ninety one per cent agreeing that set criteria for the awards would ensure consistency. Fifty one per cent agree that silver awards handed out at assembly should count towards a gold award. Forty one per cent of staff agree that service awards are valued with twenty five per cent not sure. Fifty per cent agree that awards are the best way to offer incentives to students and that the awards are competitive.

A majority of staff agree that students value and try hard to achieve awards and the awards have a positive influence on student attitudes and behaviour at school. Service awards are valued and prized by students. All staff agreed that students should not be presented with an award if they are on a level for behaviour. Fifty per cent agree that the school could look for alternative ways to motivate students.

Teacher Focus Group and Analysis
A teacher focus group and a ‘positive and negative’ analysis of the award system were conducted. Teachers agree that the award system works well and is valued by students especially the younger ones. Some positive comments were: all students have a chance to receive an award; there are incentives for students to achieve; students and parents know the system; the award system works in with school policy; rewards behaviour and effort; encourages desire to improve and pride in self and school; motivates most students; builds self esteem and confidence to have a go. Some negative comments were: the cost to implement the system-paper, printing, badges and trophies; the time it takes; some student behaviour not consistent with the award; too many awards are handed out; competitive for some students; students losing awards or keeping awards for a long time; keeping track of awards-collecting, stamping and collating.

Teachers stated that there should be set criteria to ensure consistency and that there could be a Kinder to Year 2 and Year 3 to Year 6 criteria as long it is equitable across the classes. Teachers commented on needing to look at expectations and what we are trying to achieve. Some expectations were good behaviour, respect, quality work, responsibility, independence, cooperation. It was noted that students don’t respond to tokens as they get older. Teachers were also concerned that younger students were awarded service awards too soon.

Student Survey Year 3 – 6
A student survey Year 3 -6 was completed with 95 surveys returned. A majority of students agree that the awards system is easily understood and fair. Fifty three per cent agree that the awards are given out fairly with twenty per cent not sure. Nineteen per cent agree that awards are too easily gained and sixty two per cent disagree. Sixty three percent disagree that awards should be harder to gain and twenty four per cent agree that awards should be harder to gain. Thirty five per cent agree that awards are not given out consistently with fifty seven per cent agreeing that set criteria for the awards would ensure consistency. A high majority agree that silver awards handed out at assembly should count towards a gold award. Seventy one per cent of students agree that service awards are valued with twenty per cent not sure. Fifty five per cent agree that awards are the best way to offer incentives to students and twenty seven per cent are unsure. Forty six per cent disagree that the award system creates competition.

A high majority of students agree that students value and try hard to achieve awards and fifty eight per cent agree the awards have a positive
influence on student attitudes and behaviour at school with twenty four per cent not sure. Service awards are valued and prized by seventy two per cent of students. A majority agreed that students should not be presented with an award if they are on a level for behaviour. Thirty eight per cent agree that the school could look for alternative ways to motivate students.

Student Survey Year K-2
A student survey Kinder to Year 2 was completed. Ninety two per cent of students like getting a bronze, silver and gold award. Seventy two per cent agree their teacher gives out awards fairly. Seventy five per cent try hard and to receive an award and sixty nine per cent behaving to achieve an award. Eighty six per cent would like to earn a service award and receive an assembly award. Seventy seven per cent complete their homework and reading to receive an award and eighty eight per cent like their parents to come to assembly to see them receive an award. A high majority of students like awards.

Evaluation Kinder to Year 6
A ‘Plus Minus Interesting’ awards evaluation was conducted across the school. The responses from each class were collated and following are some of the comments.

Plus: the awards make you feel good and happy; my family are happy when I bring an award home; shows our achievements; like service awards because you do hard work to get it and you can wear your badge; like getting bronze awards for doing good work; proud of your self; keep awards for memories when you are older.

Minus: awards can get lost; not fair to new kids; too easy to get in K-2; can misbehave and still receive a gold award; you have to try very hard all the time to get them; we don’t get them every day; doesn’t really change your life.

Interesting: awards are about achievements; use the Smartboard to record bronzes and silvers and save paper; five stars on a chart should equal one bronze; there’s good and bad about awards; should be a way to stop misbehaviour.

Future Directions
The Award System will continue to be implemented. The school will improve the system by applying the suggestions and recommendations from the evaluations in consultation with parent groups in 2009. The key focus areas to be addressed are: the consistency of handing out awards across classes; setting criteria across grades; merit awards handed out at assembly; the administration and cost.

Curriculum
This year the school implemented and evaluated the new ‘Curriculum Outcome Groups’ (COGs) program which linked four syllabus areas: Human Society & Its Environment; Personal Development, Health, PE; Creative and Practical Arts; Science.

Background
The COGs programs are designed by Curriculum Directorate, Department Education to cover all the mandatory outcomes in the four syllabus areas. It is a two year project and training and development has been funded by the Department. The school started the project at the beginning of the year with a video conference linked to Curriculum Directorate, Sydney. Then teachers implemented the teaching/learning units for their class.

Teachers evaluated the units of work each term and corresponded with consultants from Curriculum Directorate. Four teachers through out the year attended workshops in Moree and Sydney to present the school’s evaluations and to report back on issues and directions.

Findings and conclusions
The teachers on Early Stage 1 and Stage 1 found the programs well designed and integrated the four key learning areas which helped the teachers to get through the work. Teachers were able to use the Smartboard with the lessons. Lessons were in line with the stage outcomes and students were able to be assessed accordingly. On the other hand teachers commented that some science activities were too difficult for students’ age group. There needed to be more hands on and structured activities, as well as, more flexibility to cater for student needs and skills.

Stage 2 teachers found that the programs had quality teaching standards and all outcomes were covered. The lessons were interesting and there was a range of resources available including the Smartboard. The assessments were in line with the outcomes and appropriate for the stage level. However, there were some activities that were too unstructured especially in the creative and practical arts. More book work and concrete activities are needed. Overall, the COGs program is a great guide and resource for teachers who may not be skilled with some key learning areas e.g. dance and music.

Stage 3 teachers commented that the programming structure is established. Resources were readily located including technology and the Smartboard. Lessons and assessments were applicable to stage level.
There is enough scope to allow independent workers to go beyond expected outcomes. Presentations and evaluations can be technology based with multimedia work. However, there were activities that placed a greater demand on resources. Some links were not available and some creative arts activities were beyond stage 3 levels of attainment.

**Future directions**

Teachers will continue to implement and evaluate the units of work for each stage across the school. 2009 is the second year of the project. Digital resources will be linked to activities and outcomes to further enhance the programs and lessons. The school will make recommendations and suggestions to improve the program.

**Parent, Student, and Teacher Satisfaction**

During 2008 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 the school knows about the families and community it serves. Students are encouraged to continually strive for their highest levels of individual success. Parents support what is happening at the school and the school encourages new students and their families to be involved.

Staff participated in an analysis of the school and identified areas of strength and for improvement. Overall, staff are very satisfied with the school.

**Professional learning**

Teachers and staff attended professional learning activities and projects throughout the year, funds were provided by the department. All teachers participated in literacy and numeracy workshops. Administration staff attended a major conference in Term 2. Some teachers attended literacy and numeracy workshops and led training back at school. Some teachers attended a gifted and talented conference and a workshop on Autism.

Teachers continually updated their ‘Smart board’ and technology skills through staff meetings and workshops were held through out the year. The school provided professional learning through the three staff development days at the beginning of Term 1, Term 2 and Term 3. The development days covered curriculum, technology, quality teaching and learning, literacy and numeracy.

The 2008 Minister for Education, Hon. John Della Bosca (centre) visited the school in May. Mr. Peter Draper, MP (left) and Mr. Bellis discussing the innovative programs at Nemingha Public School.

**School development 2009 – 2011**

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

The major goal of the plan is to take the school to the next level in integrating technology in teaching and learning and working towards being a ‘Digital School’. Our direction is to continually strengthen teaching and learning incorporating the latest technologies to achieve high results.

‘The Platypus’ painting by Maddison Wren was one of the winning entries in the ‘Operation Art’ competition.
Targets for 2009

Target 1

To improve writing and spelling results by 15-20% across the school.

Strategies to achieve this target include:
- implement writing and spelling strategies and criteria based on NAPLAN tests;
- implement editing and proofreading strategies in teaching spelling and writing;
- implement ‘Best Start Assessment’ program for Kindergarten;
- integrate technology in teaching and learning;
- a whole school plan using best practice in teaching literacy.

Our success will be measured by:
- increase in NAPLAN results for Year 3 & Year 5;
- increase in students achieving literacy outcomes across the school;
- improved student engagement in learning.

Target 2

To improve number results by 15-20% across the school.

Strategies to achieve this target include:
- explicit and systematic numeracy teaching;
- implement Smartboard technology and technology programs in teaching numeracy;
- implement ‘Count Me Into’ number program Kinder to Year 4;
- implement ‘Counting On’ number program Year 5 & Year 6;
- implement Best Start Assessment program for Kindergarten.

Our success will be measured by:
- increase in NAPLAN results for Year 3 & Year 5;
- increase in students achieving numeracy outcomes across the school;
- improved standards and increase in students engaged in learning.

Target 3

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

Strategies to achieve this target include:
- teachers accessing and integrating digital resources;
- training in video conferencing techniques;
- training in Web2 technologies in connecting, communicating and collaborating;
- implement and link Quality Teaching Framework to teaching and learning;
- implement ‘Bloom’s Digital Taxonomy’ in teaching and learning programs to extend and improve higher thinking skills.

Our success will be measured by:
- increase in effectively integrating technology in teaching/learning programs;
- improved results across key learning areas;
- increase in connecting, communicating and collaborating skills;
- improved talking and listening skills;
- increase in student engagement;
- increase in higher order thinking skills, deep knowledge and understanding, problem solving.
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
Sharon Draper  P&C President
Megan Mann  School Council- President
Nicolette Moss  School Council-staff
Tracy Gooch  School Council-teacher
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Helen Willis  Evaluation team-parent
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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: