School context statement

Nemingha Public School (NPS) has a student population of 190 children, drawn from the local area. Community, Opportunity and Excellence are the tenets that drive our school forward. Students experience innovative and engaging learning activities in all Key Learning Areas and staff are focused on students reaching their potential. The school community works together to provide many opportunities in sport, music and academic pursuits.

The school has excellent, modern educational and technology facilities. Every classroom has an interactive whiteboard and the school has a video conferencing centre.

The school motto ‘We care’ is the foundation value from which all stakeholders work to ensure Nemingha Public School is a quality school.

Principal’s Message

Our students learn through innovative and engaging learning experiences in all curriculum areas. Exceptional results, as measured using standardised and school based testing, indicate that 96.4% of students at NPS achieving ‘sound’ or above across all Key Learning Areas. Semester 2 reports indicate that the majority of students work hard every day and have made significant gains throughout the year. Year 5, 2014 achieved above state average in Numeracy, reading and spelling. Congratulations to all our students and teachers for a highly successful year.

I commend the teaching staff for their dedication and hard work and congratulate them for winning the prestigious 2014 ACE HTB Harris Award for an Educational program. Teachers have embraced new pedagogies in their classroom over the past two years. They have been actively involved in the research and implementation of the latest in evidence based practice. This small group of teachers, with the support of our administrative staff, have provided students at NPS with in excess of 60 extra-curricular activities throughout the year. This is voluntary work over and above the roles and responsibilities of teachers, executive, learning and support staff, administrative and grounds staff. The amount of organisation for each activity and/or event involved is immense and occurs mostly outside school hours. These hours are spent to ensure our students have the best education and the best opportunities in the best learning environment.

The support and assistance of our parents and the wider school community ensures we provide the best possible education our students. We see the difference parents make to our school every day. There is also much work that is unseen that also makes a huge difference.

Thank you to the P&C, school council, fundraising committee, clothing pool and canteen workers and volunteers, the we care committee, our sporting coaches and trainers, classroom helpers, Stephanie Alexander helpers, the gardening group (who have done so much this year with outstanding results), the scripture teachers, music tutors, library helpers, and those who transport students to and from events and activities. The list is endless. To those parents who pay the annual contributions, thank you. You do make a difference.

Thank you to The Lion’s Club of Tamworth for their donation of $4000. This will enable us to install our kitchen. Thank you also to the ongoing support we receive from our Assets team, who have ensured our Library is an attractive and functional space.

The school captains have been outstanding school leaders this year and I would like to take this opportunity to acknowledge their work. They grow in confidence every day and have taken on their responsibilities with enthusiasm, and executed them with
professionalism much greater than their years.

2015 brings more change to our public school system. As part of the five year school planning cycle 2015-2018, we have begun the process of evaluating where we are; and also looking forward to where we want to be in five years. The school council will be running workshops early next year to gain input and ideas for the future and to engage as many as possible in this very important process. Authentic collaboration underpins the way forward with measures additional to NAPLAN, determining a school’s success.

Kerrel Haire  
Principal

P&C President’s Report

What a year 2014 has been, with plenty of fundraising, working bees and donations. I would like to make mention of, and thank the following people who held positions within the P&C in 2014:

- Vice presidents: Peter Henderson and Amanda Perkins
- Secretary: Donna Murphy
- Treasurer: Karlie Tongue
- Fundraising co-ordinator: Sally Cronberger
- Canteen co-ordinator: Amanda Perkins
- Canteen manager: Marion Woods
- Clothing pool coordinator: Karen Darling
- Parent representatives and publicity co-ordinators: Kay Jeffrey and Deanne Lesley.

The great work our executive has done has been greatly appreciated by the Nemingha School community.

Funding for schools is always tight and for our P&C to be able to assist makes things a little easier on the school’s finances and helps every child at Nemingha Public School in some way. In 2014, we raised $13 834 and thank everyone who has helped in some way towards our fundraising events. With these funds we have air-conditioned the canteen; donated $1 100 to the gardens; contributed $3950 to support students competing at state level in sporting and/or chess competitions; and subsidised excursions with donations of $1960.

I would like to thank all the staff for teaching and caring for our children. Thank you to our general assistant, Mr Mervyn McCahon for all the time he puts in at the school, to our garden committee and their families for beautifying the school and working tirelessly to establish our new gardens.

On behalf of the P&C, I wish Year 6, 2014 good luck in their transition to high school. We know will always have fond memories of your time at Nemingha Public School.

Congratulations to Mr John Klepzig and Mrs Jenny Klepzig for receiving life membership and a certificate of appreciation respectively. Their hard work and dedication to ensuring our students have every opportunity at Nemingha Public School has been ongoing for many years.

Peter Graham  
P&C President

Student information

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

Student enrolment profile

![Student enrolment profile chart](image-url)
Student attendance profile

NPS students achieved an attendance rate above the state average attendance rate in 2014.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.002</td>
</tr>
<tr>
<td>Total</td>
<td>14.158</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce, 0.08% of the school’s workforce identify as Aboriginal.

Teacher qualifications

All teaching staff meets 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>
</tbody>
</table>

Professional learning and teacher accreditation

With the remaining monies from the Principal’s Leadership Development Grant, 2014 Teacher Professional Learning and the Australian Curriculum Implementation tied grant, an average of $1900 per teacher has been expended in 2014.

All temporary, casual and permanent classroom teachers have completed the mandatory training for the implementation of the new English and Mathematics curriculums. All staff have completed mandatory compliance training including CPR, anaphylaxis, DDA and Child Protection. All classroom teachers K-6 have completed training in PLAN (Plotting Literacy and Numeracy). Teachers have completed and led professional learning in the super six comprehension strategies which have been embedded in English units.

A major component of the implementation of John Hattie’s Visible Learning at Nemingha Public School, has been ongoing professional development led by the school’s leadership team have. As a result, all temporary, casual and permanent teachers have completed significant professional learning in formative assessment, differentiating the curriculum, the four levels of feedback, calculating and analysing effect size data. All permanent and temporary teachers’ capacity to conduct learning walks and are writing effective and measurable learning goals in maths has been increased significantly. The Australian Standards for teachers have been embedded in the TARS and EARs process this year. The leadership team has also completed workshops in Effective Classroom Observation, School Planning 2015-18 and Michael Fullan’s Leading Quality Change.

Two permanent and two temporary staff members are at Proficient level and working towards Highly Accomplished. One temporary/casual staff member is working towards accreditation at the proficient level.
Structures and systems are being developed to ensure the smooth transition of all teaching staff as accreditation becomes mandatory in 2015.

**Beginning Teachers**

There were no permanent Beginning Teachers employed at Nemingha Public School in 2014.

**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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>148787.85</td>
</tr>
<tr>
<td>Global funds</td>
<td>139006.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>134557.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>70057.45</td>
</tr>
<tr>
<td>Interest</td>
<td>4594.52</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10694.21</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>507698.22</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 10622.47   |
| Excursions                 | 44310.44   |
| Extracurricular dissections| 21292.27   |
| Library                    | 2605.31    |
| Training & development     | 6619.88    |
| Tied funds                 | 155004.44  |
| Casual relief teachers     | 25380.50   |
| Administration & office    | 45201.45   |
| School-operated canteen    | 0.00       |
| Utilities                  | 23612.33   |
| Maintenance                | 8438.36    |
| Trust accounts             | 10918.77   |
| Capital programs           | 10053.78   |
| **Total expenditure**      | 364060.00  |
| **Balance carried forward**| 143638.22  |

A full copy of the school's 2014 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**Highlights:**

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Students in Year 5 achieved above state average in reading and spelling.

**NAPLAN Year 5 - Numeracy**

Students in Year 5 achieved above state average in numeracy.

**Achievement in Arts, sport and other school programs.**

**Visual Arts**

There was one significant achievement in the Art this year. Leighton Newcombe’s portrait of a clown has been exhibited at the Armory Gallery at Sydney Olympic Park. The artwork is now framed and hanging in the school’s front office.

**Choir**

This year has seen all of infants participate in an Infants Choir under the instruction of Mrs
Sandy Palmer. They practice every week on a Tuesday afternoon as part of Creative and Practical Arts. The Primary Choir has had over 30 members this year ranging from Years 3 -6 which has allowed students who have an interest in singing to extend their knowledge and skills. The students have been practising since the beginning of the year on a Friday afternoon with Mrs Kristine Sharkey as well as during their lunchtimes. The students have learnt a variety of songs such as I Dreamed a Dream from Les Miserables, Man in the Mirror by Michael Jackson and Toto’s Africa during this time. The students have performed for the Biggest Morning Tea, Tamworth Eisteddfod, CAPA concert and Presentation Night.

Tamworth Eisteddfod

Students in the Infants and Primary choirs competed in the Tamworth Eisteddfod in the choir section. Infants came 3rd with their song “The Three Little Fishes”. The Primary choir did extremely well competing against 10 other choirs, with their songs “The Flower that Shattered the Stone’ and “Africa” by Toto. The judges were impressed by all performances and the exemplary behaviour of all students.

Tamworth Show

This year Nemingha Public School displayed artworks from K-6 at the Tamworth Agricultural Show. Madison Train from Year 1 was given 2nd place in the schools section. This year also saw the display of a banner showcasing the amazing work the students do at Nemingha.

Spelling Bee

The ‘Spelling Bee Regional Finals’ were held at Nemingha Public School this year. Everlyn Murdoch and Emerlyn Haling represented Stage 2 and they made it through to the middle rounds of the competition. Thomas Haling and Safia Arranz competed in the Stage 3 division and they made it through to the middle rounds of the competition.

Debating

This year students from Years 5 and 6 competed in the Premier’s Debating Challenge. The four girls, Maya Olrich, Finella Palmer, Indianna Diss and Isabella Cameron, competed against two Tamworth Public School teams. Though the students were unsuccessful the adjudicator mentioned how well the girls were prepared and that they had a high future as debaters.

NSW University Competitions

Many students participated in the University of New South Wales competitions. All students gained a certificate for participating. The competitions that the students participated in were computer, science, writing, spelling, English and mathematics. The students who participated were: Thomas Gallagher, Finella Palmer, Mitchell Henderson, Charlie Henderson, Aidan Perkins, Indianna Diss, Jasmine Olrich, Tom Lesslie, Sophie Button, Jock Button, Abbey Greentree, Safia Arranz, Sol Arranz, Amelia Hawes, Harry Klepzig, Luke Gentle, Brock Sharp, Laine Higginbotham, Georgia Moore, Jackson Moore, Amber Mitchell, Rogan Mitchell, Beau Mitchell, Beau Turner, and Chloe Thompson.

Chess

This year we were fortunate to have 28 members in the Chess Club, ranging from
Year 4 to Year 6. The students participated in many competitions throughout 2014. The level that the students participated in was from Rookie to Championship. The competitions were:

First round of the Primary Schools Chess Teams Competition held on Wednesday 28th May at Werris Creek Public School. The second round was held on Wednesday 25th June at Nemingha Public School.

Interschool Chess Challenge held at Farrer Agricultural Memorial High School on Tuesday 17th June, 2014.

North-West District Primary Schools one-day Chess Tournament on Friday 5th September at Tamworth Public School. Where Team A won the competition and travelled to Sydney for the Country District Finals on the 29th November.

The students involved in chess this year were:

- Team A - Beau Mitchell, Jacob Wilson and Thomas Haling;
- Team B - Thomas Burrell, Safia Arranz and Riley Pennell;
- Team C - Tobin Lesley, Adam Batho and Jaydan Betts;
- Team D - Caitlin Brooker, Blake Parker and Campbell Spanswick;
- Team E - Sol Arranz, Tyhla Condrick and Jasmine Olrich;
- Team F - Rogan Mitchell, Brandon Burrell and Liam Seery; and
- Team F - Hamish Nilsson and James Sainsbury. Reserves: Jayden Betts and Braith Petty.

Education Week

The Tamworth Schools’ Education Week Awards ceremony was held at Hillvue Public School. Congratulations to Joel Kiddle, Karen Darling and Lyn Darling for their remarkable contributions to Nemingha Public School. Joel was selected for outstanding student achievement. Karen Darling and Lyn Darling were recognised for their ongoing contribution to the school and clothing pool; Narelle Sheppeard for outstanding contribution to the school by a staff member.

On Tuesday 29th July, parents, grandparents and community friends were invited to visit our Open Classrooms as part of Education Week Celebrations. The students also participated in an Education Week Scripture Service.

Literacy and Numeracy Week was celebrated with a Book Parade, story time and sausage-sizzle. The Book Fair theme this year was ‘In the garden’ where $700 was raised for the library.

Stephanie Alexander Kitchen Garden Program (SAKGP)

At Nemingha Public School, we believe that one of the best ways for students to learn is from real-world experiences. In the SAKGP program, our students have had the opportunity to engage in growing, harvesting and cooking the food they eat. They have learnt and understood that food comes from the animals and the plants we tend and care for. Students have widened their taste for delicious food that is good for them, amazing their parents often with what they enjoy eating when they have had a hand in growing and preparing the food.

Over the course of 2014, students from Years 5 and 6 have participated in the SAKGP. They have cooked a range of meals using seasonal produce from our gardens and freshly laid eggs from our chickens. Some of the mouth-watering meals created in our kitchen include spinach croquettes, vegetable stir fry, fresh pasta sauces, risotto, rhubarb crumble and various salads.

This year our garden has been blooming with activity. In January, we held a working bee in the garden to transform the sandpit area into
an outdoor classroom. We also built two new garden beds and worked to improve the quality of the soil in all of the garden beds before we began planting.

We have had continuous crops in all of our beds, growing a vast variety of fruits, vegetables and herbs for the students to cook with. We have also planted five fruit trees which were kindly donated by Flemings Nursery. Our P & C have also supported us with helping to fund a garden specialist to help in the garden on Tuesdays.

We erected a garden shed, and installed automatic watering and feeding units for our chooks.

Year 5 and 6 students have also participated in a range of science activities relating to the garden and they particularly enjoyed learning about pH testing.

We have been very fortunate to have had the continuous support of Mark and Belinda Brennan, Karli Scott and Michelle Hawkins who have all given their time to work hard to help build our garden and share their knowledge and expertise.

The garden has certainly proved to be a popular place for many students in our school with many students spending their lunch times watering, weeding and caring for our garden.

This program has been supported by our local community, and we have been very lucky to have the Lions Club of Tamworth come on board with donations of money and volunteers to help us create a workable kitchen and garden.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

Nemingha Public School is continually evaluating and developing the targeting of resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and Key Learning Areas. All teachers include program outcomes that are designed to educate all their students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. English units have been collaboratively developed to ensure the inclusion of Aboriginal perspectives.

This year Nemingha Public School strengthened its connections with Peel HS through our NAIDOC celebrations. Billy Stanton and Brad Withers, along with four Year 10 students came to our school to share some of their knowledge with us. Nemingha PS students enjoyed workshops on the didgeridoo and boomerang and listened to some stories. The Peel HS students also treated us to some traditional Aboriginal dance.

During the morning session, students worked in classrooms learning about the Aboriginal flag, doing dot paintings, listening to stories of the dreaming and cooking bush tucker.

The staff and students thoroughly enjoyed the day and presented our visitors with thank you gifts. We were then presented with a boomerang that the Peel HS students had made. We look forward to inviting Peel HS back next year.

**Multicultural education and anti-racism**

Nemingha Public School provides opportunities for multicultural education through targeted learning experiences, including the teaching of focus topics that promote anti-racism, intercultural understanding and skills. These learning experiences develop the knowledge, skills and attitudes required to be a good citizen in a culturally diverse society.
Students competed in the regional ‘Multicultural Public Speaking’ competition which was held at Armidale City Public School on Monday 16th June. Emerlyn Haling and Charlie Henderson presented their speeches in the Stage 2 section and Isabella Cameron and Maya Olrich in the Stage 3 section. All students spoke very well and received encouraging remarks from the adjudicator.

Asia ConneXions: Nemingha PS participated again in the Asia ConneXions program which is a National Broadband Network (NBN) Education project and is funded by the Australian Department of Education, Employment and Work Relations (DEEWR). Years 5 and 6 participated in weekly video conferences with Naeri Elementary School in South Korea.

The school has a trained ARCO-Anti Racism Contact Officer.

**Aboriginal background**

Of the students at Nemingha Public School, 6.1% identified as Aboriginal. An additional allocation of $6330.00 was received by the school to support the teaching of Aboriginal Perspectives and ongoing implementation of the NSW DEC Aboriginal Education Policy. This assists staff in catering for the learning needs of Indigenous students through the development of Personal Learning Plans and staff professional development.

**Socio-economic background**

This is a category of funding based on enrolment data, family, and occupation and education index. An additional allocation of $10,947.00 was received by the school to support staff in catering for the learning needs of students from lower socio-economic backgrounds through additional student assistance and targeted staff professional development.

**Learning and Support**

Strategies were implemented across the whole school to ensure students with additional learning and support needs were given the best opportunity to achieve or work beyond curriculum outcomes. Strategies included:

- Learning adjustments were evident in teaching and learning programs, with staff catering for students requiring additional support and needing enrichment activities.
- Intensive Literacy and Numeracy support was provided through Learning and Support Teacher (LaST)
- Intensive Literacy support was provided to students through Multilit/MiniLIT and Reading Recovery Programs.

**Reading Recovery**

Eleven children from the 24 enrolled in Year 1 accessed the program including one child who was carried over as a Kindergarten candidate from 2013.

Nine children successfully discontinued the program. Two (2) children were referred off for processing difficulties (RP). These children have received additional support through the allocation of LaST funding including access to the Minilit program and are also on the School Counsellor’s caseload for further cognitive assessment.

Seven boys and four girls accessed the program.

Classroom practice in the Year 1 room was supportive of the children who accessed the Reading Recovery program.

Excellent communication between the Reading Recovery teacher and the Year 1 teacher enhanced the outcomes for children in the program.
Parent/school relationships were enhanced again this year with communication between home and school remaining a strong feature of the program’s implementation.

Monitoring of discontinued students was again managed efficiently during 2014 with classroom teachers maintaining consistent records of student progress.

During 2014, classroom teachers were made more aware of the presence of Reading Recovery students in their rooms.

The average time spent on the program was 10 weeks.

**School planning and evaluation 2012-2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Visible Learning has been implemented K-6 in Mathematics throughout 2013-2014 at Nemingha Public School.
- An extensive evaluation of the Nemingha Public School Visible Learning Plan was conducted throughout the year.
- Evidence was gathered throughout the year with fortnightly learning walks; executive monitoring of teaching and learning programs and daybooks and lesson observations; NAPLAN and school based data.

**School planning 2012-2014:**

**School priority 1**

Increase the percentage of students in Year 5 (NAPLAN) achieving expected growth in reading 60.2% (aggregate of years 2011/2012/2013) to 62.2% or higher in 2014.

**Outcomes from 2012–2014**

**Evidence of achievement of outcomes in 2014:**

- 42% of Year 5 students at NPS achieved well above expected growth in reading.
- 50% achieved expected growth effect size in reading.
- The target of 62.2% was not met.

**Strategies to achieve these outcomes in 2014:**

- All teaching programs aligned to new English syllabus.
- Collaborative planning days for staff
- Assessment for learning embedded in all teaching and learning programs
- NAPLAN teaching strategies implemented in literacy programs

**School priority 2**

Increase the percentage of students in Year 5 (NAPLAN) achieving expected growth in numeracy from 67.44% (aggregate of years 2011/2012/2013) to 69.44% or higher in 2014.

**Outcomes from 2012–2014**

**Evidence of achievement of outcomes in 2014:**

- 71.4% of NPS Year 5 achieved above Band 6 or above in numeracy.
- 63% of Year 5 students achieved the equivalent of two years learning growth in numeracy.
- The target of 69.4% was not met.
Strategies to achieve these outcomes in 2014:

- Teaching and learning programs became more aligned to the new NSW Mathematics syllabus.
- Whole school approach with all teaching and learning programs reflecting the K-6 in Numeracy Plan.
- Explicit teaching in working mathematically, number and algebra, measurement and geometry, statistics and probability.
- Parent information sessions held in Mathematics.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Student Survey: Student Engagement

Student engagement is defined in the survey as "a disposition towards learning, working with others, and functioning in a social institution".1 It includes students’ sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early – during the primary years or even earlier – and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

The Tell Them From Me Primary School Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. The findings are as follows:

Figure 1: Percentage of students socially engaged at NPS

![Figure 1](image1)

Figure 2: Percentage of students institutionally engaged at NPS

![Figure 2](image2)

Figure 3: Percentage of students intellectually engaged at NPS

![Figure 3](image3)
NPS students ranked themselves above the NSW pilot norms in all areas apart from homework behaviour, and positive relationships. In both cases the difference was very small. The number of students showing early signs of disengagement was less than 4% in Year 4, 0% in Year 5 and 11% in Year 6. These areas will be developed in 2015.

School Captain Focus Group 2014
The four school captains participated in a focus group session with the principal in December 2014. The findings were:

The best things about NPS are the extra-curricular activities, lovely teachers and great opportunities. The administration staff are always helpful and the students are bright and helpful. The desired changes are a big oven and big kitchen table for the Stephanie Alexander Kitchen, more buddy time for Year 6 and Kindergarten, pop-up sprinklers on the oval and more grass near the basketball court. All agreed the Canberra Excursion and School Spectacular should be included in school excursion planning.

Focus on Learning Survey
The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, Visible Learning (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

The results of the survey have been converted to a 10 point scale and then averaged for the Eight Drivers of Student Learning. A score of 0 indicates strong disagreement and 10 indicates strong agreement. Five is a neutral position.
The radar chart provides a summary of the results for NPS. It indicates that is above the NSW norms in all areas.

A staff satisfaction survey was conducted in 2014. All teachers completed a written survey, and then participated in individual interviews as part of their Teacher Assessment and Review Schedule with the principal. Results of the survey showed a 92% satisfaction rate from all 12 teaching staff for questions 1 and 2 and 100% satisfaction for question 3.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am happy with my teaching program</td>
<td>3</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am providing successful adjustments for all students in my class</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I am happy with the level of professional support I have received in 2014</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

School Council Feedback:
The three tenets of Nemingha Public School (Community, Opportunity, and Excellence) formed the focus for the School Council to provide feedback. Results showed that the school was highly successful in its record of Academic Achievement, Extra-curricular opportunities, sport/PSSA and the Stephanie Alexander program. The area for continued development is improving communication between staff and parents and parents and staff.

Parent feedback:
A survey was completed by parent helpers and volunteers. The findings were:

<table>
<thead>
<tr>
<th>Agree or strongly agree</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NPS is an attractive and well-resourced school e.g. classrooms, library and grounds</td>
<td>100%</td>
</tr>
<tr>
<td>The school is connected to its community and welcomes parental involvement</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers work hard to improve learning</td>
<td>100%</td>
</tr>
<tr>
<td>The students are the schools main concern</td>
<td>100%</td>
</tr>
<tr>
<td>The school maintains a focus on literacy and numeracy</td>
<td>100%</td>
</tr>
<tr>
<td>The school has structured reward system</td>
<td>87.5%</td>
</tr>
<tr>
<td>The school has a structured behaviour management system</td>
<td>87.5%</td>
</tr>
<tr>
<td>The school provides support for students with learning needs</td>
<td>100%</td>
</tr>
<tr>
<td>The school offers challenging programs for its students</td>
<td>100%</td>
</tr>
<tr>
<td>The school provides a wide range of extracurricular programs e.g. sport, music, drama are offered</td>
<td>100%</td>
</tr>
<tr>
<td>NPS has competent teachers who set high standards of achievement</td>
<td>100%</td>
</tr>
<tr>
<td>The school teaches and promotes core values</td>
<td>100%</td>
</tr>
</tbody>
</table>

Future Directions 2015-2017 School Plan:
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.

Kerrel Haire  
Principal  
Leanne Kemp  
Assistant Principal  
David Lewis  
Assistant Principal  
Kristine Sharkey  
Classroom Teacher  
Kylie Lacey  
Classroom Teacher  
Peter Graham  
P&C President
School contact information

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