

Minmi Public School Annual Report

Minmi Public School



SCHOOL PHOTO 2016



NEWCASTLE SCHOOL PORTRAITS - PH:(02) 4965 4114

2016



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Introduction

The Annual Report for 2016 is provided to the community of **Minmi Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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Message from the Principal

The annual report for 2016 is provided to the community of Minmi Public School as an account of the school's operations and achievements throughout the year.

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Minmi Public School is extremely fortunate to have a dedicated staff, a proactive, supportive P&C and School Council and fantastic students who are committed to improving their learning. Our achievements are only made possible with the tremendous contribution made by all members of the Minmi School Community.

Minmi Public School's banner statement of 'Excellence, Opportunity and Community' encompass what we believe are the keys to a successful education at Minmi.

In 2016, as a result of our commitment, we were able to celebrate many significant student successes and new school initiatives. These have included the following;

Our teaching staff continue to ensure that quality teaching and learning is happening in our classrooms, so that all students are able to achieve excellence as they strive to improve their learning goals. We continue to achieve student results that are above the state benchmarks, especially in Reading, where we excel as educators and where most of our previous professional development has been targeted.

Our teachers ensure that students experiencing difficulty have access to support services like the school counsellor and learning support team and that outside intervention services like speech therapists and occupational therapists are accessed by students within school hours, often through NDIS Funding.

Teachers have continued the explicit teaching of literacy skills through the continuation of programs like Focus on Reading and modified L3 Reading Groups. The recent introduction of the Accelerated Literacy pedagogy to support the explicit teaching of writing is something that will remain a focus for 2017.

Maths skills in Numeracy have been further consolidated, through the continuation of our TENS and Count Me In Too

programs and the introduction of a partnership between our staff and The Newcastle University's 'Active Maths' team.

We have continued to work with the Callaghan College community of schools and The University of Newcastle, to ensure knowledge and skills among teachers is shared – especially in the areas of Digital Technologies. We have been involved in the Technology Hub teacher professional learning sessions and the University's Virtual Reality in Schools Project. In the area of STEM (Science, Technology, Engineering and Maths) our involvement in the Jaguar Car Challenge led to the design made by two of our Year 5/6 boys, winning the competition. Some of our teachers are also working with STEM teachers who are experts in the field at both Callaghan College Wallsend and St Mary's High School Gateshead, to improve their teaching of STEM. This involved lesson observations, team teaching and program development.

This year, Callaghan College, Wallsend, our feeder High school, received The Educator's Award for being one of the most innovative schools in the world for the second year in a row. It is a prestigious honour for them and will ensure our students continue to receive excellence in opportunity throughout their school life.

We value our amazing parents at Minmi and their great ideas have been used throughout our decision making processes this year, through their involvement in our Parent Focus Group sessions. This culture of collaboration will continue into 2017 and will help to make our school's future vision one that parents and community members are a part of.

Our 'Kids Matter' team has done an outstanding job this year to bring student wellbeing, as an essential part of learning, into every aspect of our school life. Their launch of the 'Kids Matter Red Day' was enjoyed by all of the students.

Our students have been given wonderful opportunities to shine in Learning Pathways afternoons in areas like cooking, visual arts, tennis, chess, model making, dance and drama.

We continue to give our students opportunities in public speaking, debating, the Digital Media Festival, Star Struck, Dance 2 b Fit and drumming.

We also continue to offer a wealth of sporting opportunities like gymnastics, PSSA netball and soccer, cross country, athletics, Rugby 7s and soccer clinics.

Our staff both teaching and non-teaching are fantastic. The way they all care about each other and help each other out is just like being in a family. Their dedication to improving their craft as educators will ensure Minmi continues to be a thriving hub of education.

Our P&C and school council have continued to work tirelessly for our students. Their passion and dedication is unlike anything I have seen elsewhere in other schools. Our successful Fete was a fantastic community event and a credit to our helpers and our parents. It is said that it takes a whole village to bring up a child and as a community Minmi do it beautifully.

As a small school we have big expectations. We don't settle for anything but excellence from our staff and students and we expect each student to strive for the life that they deserve. I look forward to a wonderful year in 2017 where our students, staff and parents continue our culture of collaboration and the progress in education that we are so proud of at Minmi Public School.

Allyson Corrigan

Principal Rel.

School background

School vision statement

Minmi Public School's banner statement of **excellence, opportunity** and **community** represents a shared commitment to all students in our care.

The school's vision statement was developed by staff, parents, students and the school community. It states:

The school community at Minmi Public School will work together to ensure that each child has the opportunity to use and develop their abilities in a warm, caring and supportive environment. Through education the children will develop the skills that will allow for a life-long enjoyment of learning. Each child will have the confidence to experiment, will strive to achieve and will take pride in their achievements.

School context

Minmi Public School, situated in the small outer Newcastle suburb of Minmi, has a strong partnership within the Wallsend community of schools.

Our students' success is also strongly linked with our proactive partnerships which include the school community, the Callaghan College community of schools and the University of Newcastle. The school community's core values of respect and responsibility are reflected in our well managed and happy classrooms, pride in uniform and strong student social responsibility. Minmi Public School is small enough to offer more personalised educational opportunities while striving to offer the diverse and engaging programs of a larger school.

As a result of this our school provides a stimulating and challenging environment that nurtures children to reach their full potential and become global citizens. Strong English and Mathematics programs result in the vast majority of students meeting or exceeding benchmarks. The school strives to incorporate and effectively use diverse technologies to enrich student opportunities. The school also strives to ensure that programs have a multicultural and indigenous perspective.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Progress in Learning

Learning Culture

At Minmi Public School there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. In 2017 we will be refining our current policies, procedures, programs and processes to identify, address and monitor student learning needs.

Wellbeing

At Minmi Public School students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. School staff has maintained currency of knowledge about requirements to meet obligations under 'Keeping Them Safe.' In 2017 we will begin to implement and refine a whole school approach to wellbeing so that students can have the tools to care for themselves and contribute to the wellbeing of others and the wider community.

Curriculum and Learning

At Minmi Public School the curriculum is provided to meet community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. The school provides a range of extra-curricula offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students. In 2017 we will be working on enhancing our curriculum provision by participating inconsistency of teacher judgement sessions through learning alliances with other schools. Also through learning alliances with organisations.

Assessment and Reporting

Minmi Public School analyses internal and external assessment data to monitor, track and report on student and school performance. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. In 2017 we will be refining our explicit processes to collect, analyse and report internal and external student and school performance data by strategically and effectively using data informed practice during mentoring sessions throughout the school.

Student Performance Measures

At Minmi Public School we regularly achieve results at or above the national minimum standards. In 2017 we will be using data informed practice and targeted intervention to improve our value-added growth.

Progress in Teaching

Effective Classroom Practice

At Minmi Public School teachers regularly review and revise teaching and learning programs. They routinely review previous content and preview the learning planned for students in their class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. In 2017 we will be working on teachers regularly using student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers will also be providing explicit, specific and timely feedback to students on how to improve.

Data Skills and Use

At Minmi Public School teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions. In 2017 we will be using the assessment instruments of PLAT markers and PLAN continuum markers so that data analysis is explicitly incorporated in all teachers planning for learning.

Collaborative Practice

At Minmi Public School executive and staff meetings are used to review the curriculum and revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Teachers have been working together during collaboration time to improve teaching and learning for particular student groups. In 2017, we will be ensuring processes are in place to provide regular, formal, explicit mentoring, coaching and leadership sessions. Identified expertise within the staff will be further utilised in 2017 to further develop our professional community.

Learning and Development

At Minmi Public School teachers participate in professional learning targeted to school priorities and their professional needs. The school has processes in place for teacher's performance and development. In 2017 there will be more opportunities given to staff to actively share learning from targeted professional development with others. Specific processes and procedures will be written to ensure effective professional learning is in place for induction, teacher quality, leadership preparation and leadership development. In 2017, an explicit analysis of the teaching team will occur to identify strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Professional Standards

At Minmi staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers at Minmi are committed to their ongoing development as members of the

teaching profession. In 2017 we will be working on ensuring teachers are demonstrating currency of content knowledge and teaching practice in all their teaching areas. We will also be working on ensuring teachers understand and can implement the current professional standards and curriculum requirements.

Progress in Leading

Leadership

At Minmi Public School links exist with communities of schools, other educational providers and other organisations to support the school's programs. In 2017 we will be working on implementing a leadership strategy in the school to promote succession planning, distributed leadership and organisational best practice. We will also continue to improve educational opportunities for students by building more productive relationships with external agencies such as universities, business, industry and community organisations.

School Planning, Implementing and Reporting

The three-year school plan has annual iterations focused on achieving identified improvements. Staff, students, parents and community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The school articulates a commitment to equity and high expectations for learning for each student, through our 'Minmi Declaration' and is responsive to changing needs. In 2017, specific monitoring, evaluation and review processes will be refined and will be undertaken routinely and regularly.

School Resources

At Minmi Public School, the school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. In 2017, we will focus on strategic financial management to gain efficiencies and to maximise resources and staffing to effectively implement the school plan.

Management Practices and Processes

At Minmi Public School all school staff are supported to develop skills for the successful operation of administrative systems. The school leadership team communicates clearly about school priorities and practices aligned to the school plan. In 2017 we will be creating an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Understanding positive, holistic wellbeing and the impact this has on teaching and learning

Purpose

Minmi Public School has drawn on the Wellbeing Framework for schools to support the development of positive practices which will guide every student in their cognitive, emotional, social, physical and spiritual wellbeing.

To be truly effective as educators, we believe this is the core starting point to positive growth and the development of healthy, happy, successful and productive individuals.

Students and staff at Minmi Public School will experience a sense of connection, inclusion and respect for individuality and difference. They will develop resilience, empowerment, the capacity to contribute to their school and wider community and the confidence to positively shape their own futures. (Adapted from Wellbeing Framework April 2015)

Overall summary of progress

The Minmi Public School Wellbeing Team was formed. They researched effective wellbeing models to address resilience, belonging and the development of social skills. The team chose 'Kids Matter' as the model that Minmi Public School would follow. The Wellbeing Team engaged in the beginning modules of professional learning in 'Kids Matter' and after each module, they trained the rest of the staff in the module content. They also ran a parent focus group to explain the 'Kids Matter' philosophy and the direction that the school would be heading in implementing this model over the coming years.

A process implemented by the Wellbeing Team was to develop systems that promoted positivity and empowerment in dealing with student wellbeing. Reflection books were implemented across the school where students were given an opportunity each week to reflect on their feelings in different domains. Data was collected and analysed by the Wellbeing team. Whilst overall throughout the school the percentage of positive wellbeing experienced by the students was high (93% overall K–6 using data from their reflection booklets), staff satisfaction with the reflection booklets as a tool for student reflection was low. This led to discussions around further refinements to the system of student reflection and how data is recorded for future implementation.

100% of staff at Minmi Public School are applying the five domains of wellbeing within classroom practice at least three days per week. These include cognitive, emotional, social, spiritual and physical wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff apply each of the 5 domains within classroom practice on more than 3 days throughout the week.	Staff survey indicated that 4 out of 5 classes are regularly using GoNoodle, Cosmic Kids Yoga and music to support wellbeing in their classrooms for both transition periods and to support readiness for learning prior to or during different tasks.	\$0.
Staff, students (2–6) and community indicate through a survey that their wellbeing at MPS is above 90% most days. Areas of focus will include: *connectedness *belonging * sense of achievement and * ability to improve	The Kids Matter program has been chosen for Minmi Public School as it was determined the holistic, needs based and foundational elements were particularly suited to our identified needs. Modules were delivered to staff and classes were using the 5 domains of wellbeing. 93% of students indicated through their weekly reflection books that they had positive feelings of wellbeing at Minmi Public School.	\$0 Staff Meetings \$2000 Professional Learning
All staff understand and follow appropriate processes to support student overall well-being including the areas of: *Contacting parents/ having	In 2016 all staff indicated they understood the school's wellbeing processes.	\$0 Staff Meetings

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
communication systems *Recording student wellbeing concerns in systematic ways *Following through in a timely fashion including using the LearningSupport Team, accessing Regional Support, Communicating to outside agencies	In 2016 all staff indicated they understood the school's wellbeing processes.	
100% of staff feel they have ownership and accountability in building consistency in communication, recording student wellbeing concerns and following them up using available resources e.g. Sentral, parent meetings / phone calls, LST, accessing regional support etc.	Staff Meetings were used to remind staff of their obligations regarding wellbeing throughout the year.	\$0. Staff Meetings
Decreased suspensions 5 % (6 suspensions) to less than 3% (less than 3)	Data collected on Sentral and EBS4 and pre and post comparisons were made. Modified behaviour cards were implemented with 100% success rate and no repeat similar behaviour. Suspensions reduced from 5% to less than 3% with no multiple suspensions and successful transitions back into the classroom and the playground. New processes were also implemented to ensure consistency in gathering information after an incident has occurred have also been put in place and has led to high level collection and recording.	\$0.
Decrease repeat inappropriate behaviour (hands off rule) from 65 % of incidences reported to less than 25 %	In 2016, repeat, inappropriate behaviours related to the hands off rule decreased to XX%	\$0.
85% of parents are satisfied that home/ school communication is effective	In 2016, parents were surveyed and 88% were satisfied with communication between home and school. The SeeSaw app was consistently mentioned as a positive tool for communication and it is anticipated that in 2016 it will be used by all classes.	\$0.

Next Steps

In 2017, the Wellbeing Team will continue to engage in professional learning around the next 'Kids Matter' modules. They will develop processes that promote opportunity and empowerment for all stakeholders. This will include refining the school scope and sequence for PD/H/PE and aligning the 'Kids Matter' content within the PD/H programs for each stage in the school. Within these programs, they will also source and purchase resources aligned to the values and content, to support the teaching of these programs. These resources will then be included in the teaching and learning programs. The programs will be written within mentoring teams to ensure they align with current curriculum expectations. The programs will also be evaluated, reviewed and refined at key implementation points throughout the year, to ensure future implementation remains effective.

More effective opportunities for student reflection will be designed for implementation in 2017. Tell Them From Me Surveys will be used to collect more specific wellbeing data from students, parents and teachers.

In 2017, staff will continue to explore a variety of activities to ensure the five domains of wellbeing are effectively incorporated into their classroom practice.

Strategic Direction 2

Dynamic teaching, learning and leadership

Purpose

Teacher quality is at the very centre of effective teaching.

It is our aim at Minmi Public School to continue to develop a community of professionals–this involves sharing norms and values; developing a shared and monitored mission; focusing on implementation and continuous improvement in quality learning for all students. This also involves critical reflective dialogue, especially that based on broad based performance data. To be highly effective, school leadership is expected to be a quality of all staff. At Minmi Public School we aim to develop leadership skills in all teachers so that they can collaboratively contribute to build school and community capacity. This strategic direction will be achieved by valuing and empowering teachers through teacher professional learning.

Overall summary of progress

Staff engaged in professional learning around the pedagogy of Accelerated Literacy to improve the effectiveness of their teaching in writing. Staff reflected on their practice in implementing Accelerated Literacy style lessons within their Literacy programs and planned for further professional learning in the teaching of writing for 2017.

Staff continued to use the See Saw APP as a tool for communication between school and home.

Parent /teacher interview schedules were reviewed and refined to include a Term 1 interview.

The Dynamic Teaching and Learning Team accessed the Technology Hub and implemented ideas within their classrooms.

All staff trialed models of structured reflective practice. In 2017 they will refine their understandings for future implementation.

The Dynamic Teaching and Learning Team trialed inquiry based models of learning in their classrooms and shared ideas for future implementation models with other staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Greater than 90% of staff and parents indicate through a survey that the following communication methods are clear, mutually respectful and accessible in different ways. *School events *Student achievement *Student need and *School goals	In 2016, all staff indicated that school events and student achievement were communicated clearly. 60% of staff agreed that communication around student need and school goals was effective. This will be a focus to develop in 2017. In 2016, 88% of parents indicated that the communication methods at Minmi PS are clear.	\$0.
100% of staff contribute to and engage in school resource hub.	In 2016, 60% of staff engaged in the school's online resource hub. Experts from the Callaghan Technology Hub will be used in 2017 to assist all staff to access and use this resource.	\$0.
All staff indicate an improvement in their understanding of assessment practices and impact on learning for specific students	In 2016 staff engaged in training around assessment for, of and as learning. 100% of staff indicated an improved understanding of assessment practices. In 2017 further professional	\$0. Staff Meetings

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
by engaging in quality reflective practice. Evidenced through matrix.	learning around reflective practice will occur.	
Teaching programs show meaningful links across disciplines and quality learning.	In 2016, all Literacy units showed clear links across disciplines. In 2017 data informed practice will be an area of professional development for staff and will focus on the areas of Writing and Maths.	\$0. Staff Meetings

Next Steps

In 2017 the Dynamic Teaching and Learning Team will continue to engage in professional learning around writing. This will include using explicit mentoring sessions around data informed practice, PLAT (Powerful Learning Accountable Teaching) rubrics and PLAT markers, CTJ (Consistency in Teacher Judgement) sessions across Callaghan Pathways schools and strategic 3 tier interventions. Processes and practices that promote opportunity and empowerment for all stakeholders will be developed, especially in the area of staff capacity building around mentoring and leadership opportunities in different areas.

In 2017 staff will continue to use the See Saw APP as a tool for communication between school and home.

The Dynamic Teaching and Learning Team will access support from the Technology Hub co-ordinator in 2017, to upgrade our school website and refine our school's computer co-ordinator role in line with future focused learning planning.

In 2017, staff will refine their understandings of structured, reflective practice and growth coaching strategies.

In 2017, 'ScopelT' will be used to implement professional learning during the delivery of STEM programs throughout the school. Lesson demonstrations and observations will be used as the learning model in this process. Inquiry based science units will be developed by staff for future implementation.

Strategic Direction 3

Building quality community learning partnerships by creating opportunities

Purpose

Parents, carers and families are the first and most important influence in a child's life, instilling the attitudes and values that will support young people to participate in schooling and contribute to broader local and global communities. Partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and wellbeing of our students and their families and can provide opportunities for them to connect with their communities, participate in civic life and develop a sense of responsible citizenship. This strategic direction will be achieved by continuing to foster positive relationships with all stakeholders.

Overall summary of progress

The Community Partnerships team surveyed the community and a database of community assets was made for future use. Learning opportunities occurred throughout 2016 where community experts were used in an ongoing capacity within the school in the areas of soccer, netball, drumming, tennis, dance and gymnastics.

Staff members visited other schools to see 21st century learning in practice and trialed teaching ideas from these visits within their classrooms. They also shared ideas with other staff for their future implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 5 learning opportunities throughout 2016, involve a community expert in an ongoing role of more than 5 weeks.	In 2016 Minmi PS enjoyed the experience of 10 community experts assisting the school to deliver quality programs to students throughout the year. This was an increase of 7% from 2015. Many of these opportunities occurred through our Learning Pathways activities where students picked an area that interested them to learn about for one afternoon per week, over three terms.	\$0
100% of staff engage in PL across the CEP network of schools.	In 2016, 80% of staff engaged in professional learning across the CEP schools. Opportunities to increase this number have already been sought and it is anticipated that all of Minmi PS staff will be working closely with Maryland PS in 2017 around consistency in teacher judgement in Writing.	\$0.
Diversity of creative arts opportunities expanded.	In 2016, our Learning Pathways afternoons provided a variety of creative arts opportunities for students. This has expanded our students' experiences in the arts.	\$0.
100% of teaching programs show evidence of experimentation with 21st century learning skills from research and PL.	In 2016, 60% of teaching programs showed evidence of experimentation with 21st century learning skills. In 2017, more professional learning around how the new curriculums link 21st century skills across the KLAs will be explored by all staff.	\$0.

Next Steps

In 2017 the Community Partnerships Team will continue to source areas of expertise within the community to add to the wealth of opportunities provided to our students.

In 2017 staff will continue professional learning around 21st century pedagogies and a model of implementation through our Science, History and Geography programming scope and sequence will be developed for future implementation.

All staff will engage in professional learning across the Callaghan Education Pathways community of schools in 2017.

A 2017 Grants Team will be developed to source and apply for community grants to expand our capability to resource future programs within the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	In 2016, staff touched base with all families to ensure family information was correct. Our Indigenous students were identified and this information was shared across the school. Greater focus was placed on the inclusion and celebration of Indigenous people in our school events including our Book Parade and Aboriginal Recognition Assembly for Education week. Staff were trained in the M-Goals program, working with classroom teachers to develop learning goals for individual students. In 2017, this inclusion for our Indigenous community will be further deepened through continuing the M Goals training and involving parents and members from the AECG in the development of PLPs including M Goals for all indigenous students.	M Goals Training Day – 1 Day Casual relief M Goals implementation planning – 1 Day Casual Relief • Aboriginal background loading (\$1 000.00)
Low level adjustment for disability	School data on student achievement was analysed and IEPs written for students with identified disabilities. This included consultation with parents. IEPs were refined throughout the year and an SLSO was employed to assist with the IEP implementation.	SLSO employed • Low level adjustment for disability (\$4 835.00)
Quality Teaching, Successful Students (QTSS)	100% of staff indicated that they have improved their understanding of Accelerated Literacy pedagogies. 60% of staff indicated that they have improved their understanding of the tuning in protocols of reflective practice and assessment.	Collaboration sessions • Quality Teaching, Successful Students (QTSS) (\$6 900.00)
Socio-economic background	In 2016 this funding was used on strategic support for students needing help in particular areas. It was used to support students with low SES backgrounds to access all areas of school life. It was also used to support the Dynamic Teaching and Learning team refine processes within the school around assessment.	\$5200

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	57	55	63	60
Girls	53	55	53	49

In 2016, Minmi Public School enrolments decreased from 116 students to 109 students due to families moving out of the area. There were 60 male students and 49 female students enrolled.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	95.9	93.6	97.5
1	96	95.3	95.7	95.8
2	94	97.5	93.4	96.5
3	96.8	93.9	95.7	95
4	94.5	93.7	94.4	96.3
5	92.1	96.9	96.2	95.7
6	96.1	93.2	98	96.9
All Years	95.1	95.2	95.1	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The NSW Department of Education mandates clear policies and procedures with regard to student attendance at school. In the instances where continued absence is a concern, the Student Welfare Team will investigate and support families to improve their child's attendance. They will also notify the Home School Liaison Officer, who has been specially trained to help parents and schools when dealing with attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.61
Other Positions	0.04

*Full Time Equivalent

There were no staff members at Minmi Public School in 2016 who identified as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Minmi Public School staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a major focus area for us. Specific professional learning areas that were priorities for 2016 were Accelerated Literacy, Kids Matter, Inquiry Based learning, STEM and Reflective Practice.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the

school Annual Financial Statement.

In 2016, Minmi Public School moved from the OASIS finance system to the new LMBR SAP finance system. This is why there are three tables reported on for this Annual School Report.

Income	\$
Balance brought forward	0.00
Global funds	66 170.89
Tied funds	23 199.87
School & community sources	20 101.73
Interest	0.00
Trust receipts	310.00
Canteen	0.00
Total income	193 707.90
Expenditure	
Teaching & learning	
Key learning areas	8 413.40
Excursions	3 785.72
Extracurricular dissections	12 198.47
Library	2 255.86
Training & development	201.58
Tied funds	21 426.63
Short term relief	6 540.09
Administration & office	20 580.21
School-operated canteen	0.00
Utilities	8 953.94
Maintenance	4 706.36
Trust accounts	292.00
Capital programs	1 039.09
Total expenditure	90 393.35
Balance carried forward	103 314.55

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	202 792.50
(2a) Appropriation	172 913.61
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	29 255.79
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	623.10
Expenses	-111 869.01
Recurrent Expenses	-111 869.01
(3a) Employee Related	-70 282.51
(3b) Operating Expenses	-41 586.50
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	90 923.49
Balance Carried Forward	90 923.49

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	854 965.59
Base Per Capita	6 264.84
Base Location	0.00
Other Base	848 700.75
Equity Total	37 941.05
Equity Aboriginal	2 031.06
Equity Socio economic	7 886.82
Equity Language	0.00
Equity Disability	28 023.18
Targeted Total	9 790.00
Other Total	5 384.84
Grand Total	908 081.48

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert the school name in the *Find a school* and select *GO* to access the school data.

Year 3 Literacy

In Year 3, out of the 15 students who sat the NAPLAN tests, 100% of students achieved national minimum standards in Reading, Writing, Spelling and Grammar and Punctuation.

Results for Reading indicated that in 2016, out of the 15 Year 3 students who sat the NAPLAN 15 students, or 100%, achieved at or above the national benchmark. No students were placed in the lower band 1 and 12 students, or 80%, achieved results that placed them in the top two skill bands 5 and 6.

For Writing, 15 students, or 100%, achieved results at or above the national benchmark. No students were placed in the lower band 1 and 9 students, or 60%, achieved results that placed them in the top two skill

bands 5 and 6.

For Spelling, 14 students, or 93.3%, achieved results at or above the national benchmark. 7.1%, or 1 student, was placed in the lower band 1 and 6 students, or 42.9%, achieved results that placed them in the top two skill bands 5 and 6.

For Grammar and Punctuation, 15 students, or 100%, achieved results at or above the national benchmark. No students were placed in the lower band 1 and 10 students, or 64.3%, achieved results that placed them in the top two skill bands 5 and 6.

Year 5 Literacy

In Year 5, out of the 17 students who sat the NAPLAN tests, 100% of students achieved national minimum standards in Reading, Writing and Grammar and Punctuation. In Spelling 93.3% achieved minimum standards (1 student did not).

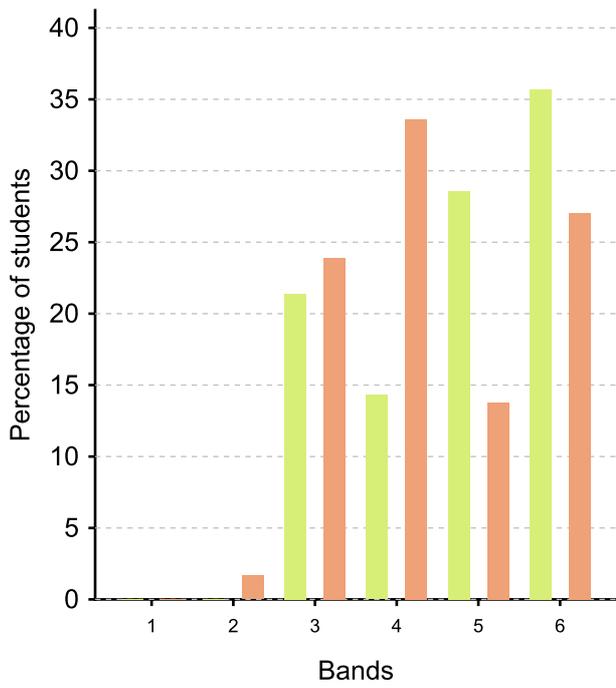
Results for Reading indicated that in 2016, out of the 17 Year 5 students who sat the NAPLAN 17 students, or 100%, achieved at or above the national benchmark. No students were placed in the lower band 3 and 2 students, or 11.8%, achieved results that placed them in the top two skill bands 7 and 8.

For Writing, 17 students, or 100% achieved results at or above the national benchmark. No students were placed in the lower band 3 and 1 student or 6.3%, achieved results that placed them in band 7, one of the top two skill bands.

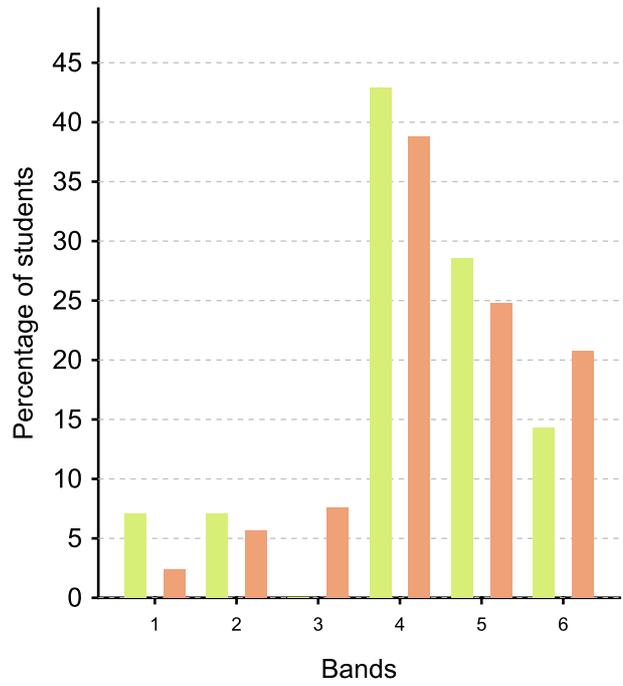
For Spelling, 16 students, or 93.3% achieved results at or above the national benchmark. 1 student was placed in the lower band 3, 6.7% and 3 students or 20%, achieved results that placed them in bands 7 or 8, the top two skill bands.

For Grammar and Punctuation, 17 students, or 100% achieved results at or above the national benchmark. No students were placed in the lower band 3 and 5 students or 26.6%, achieved results that placed them in the top two skill bands 7 and 8.

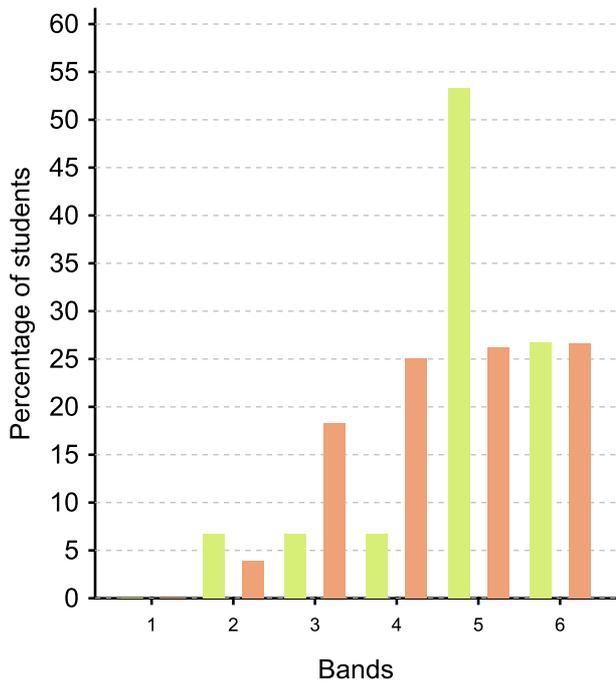
Percentage in bands:
Year 3 Grammar & Punctuation



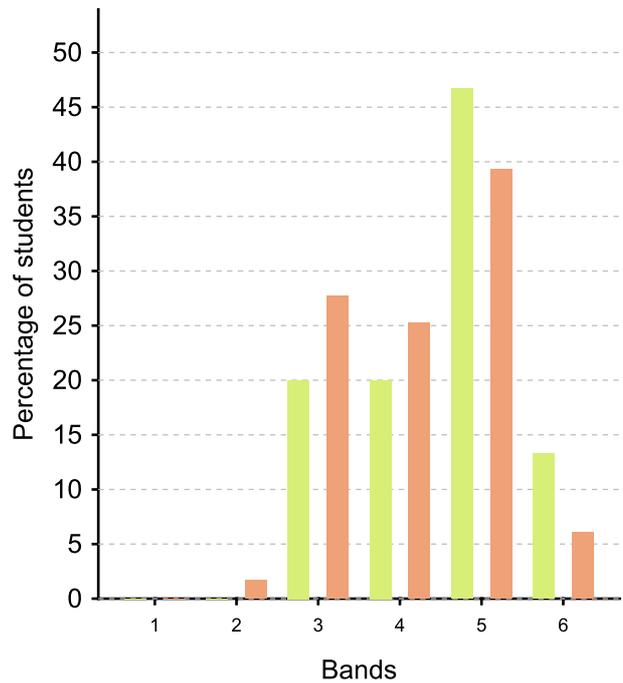
Percentage in bands:
Year 3 Spelling



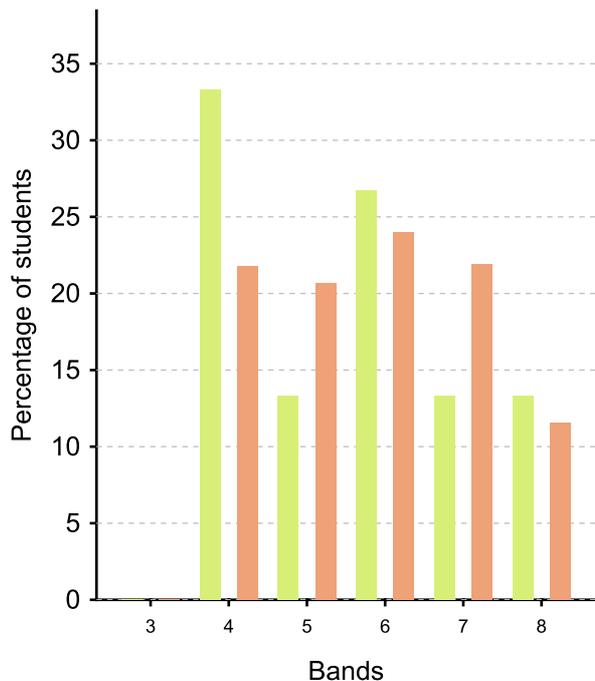
Percentage in bands:
Year 3 Reading



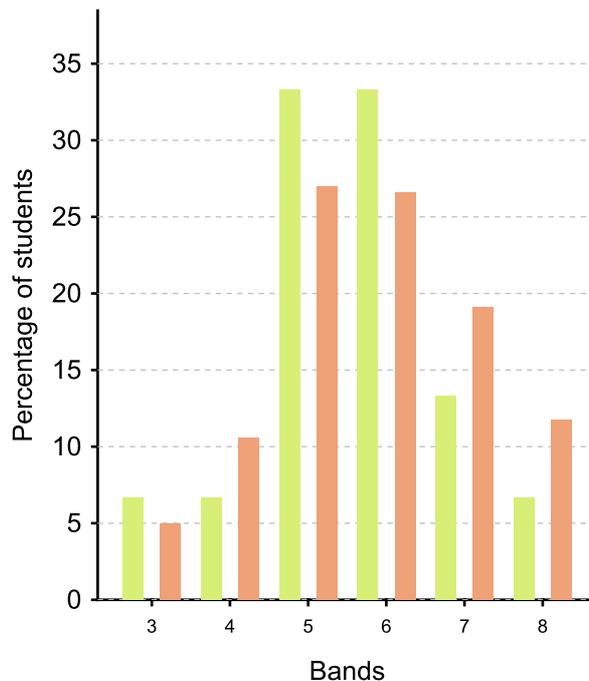
Percentage in bands:
Year 3 Writing



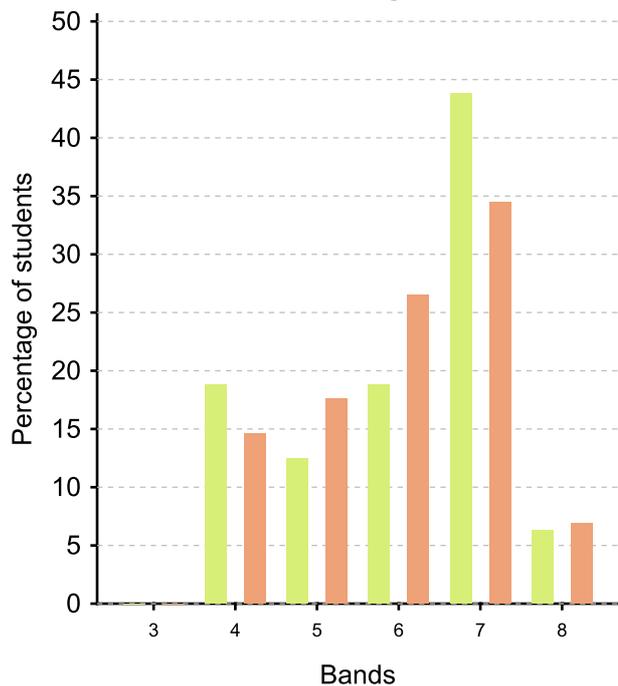
Percentage in bands:
Year 5 Grammar & Punctuation



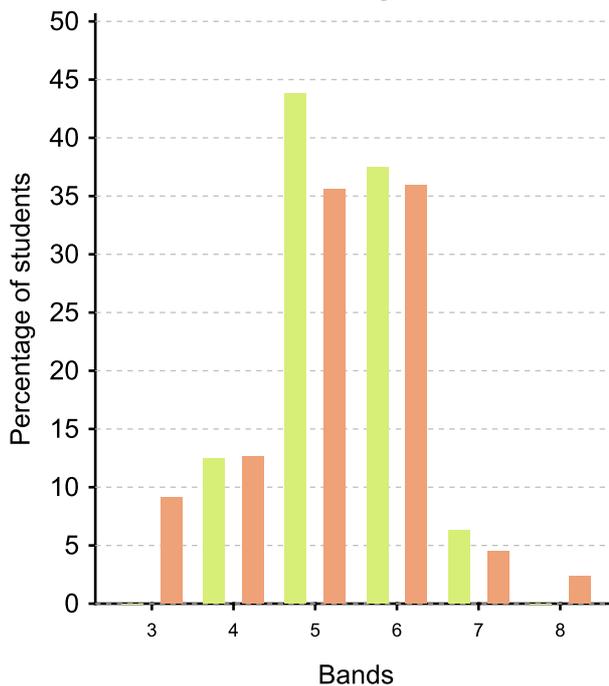
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



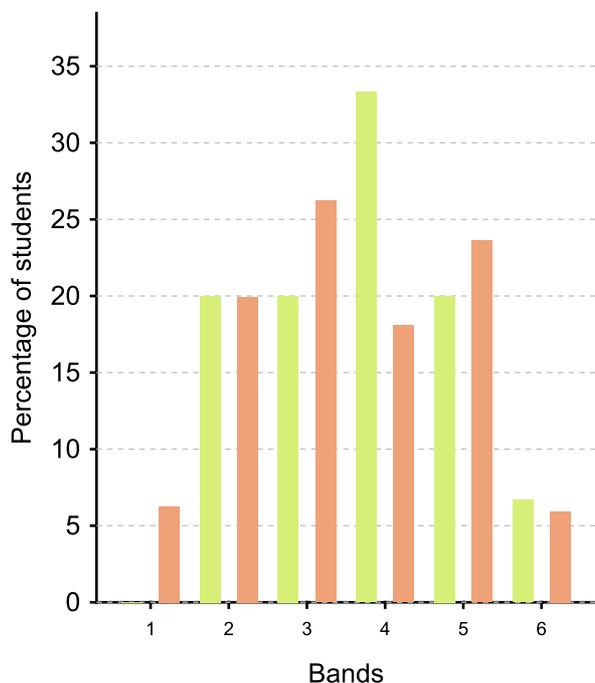
Year 3 Numeracy

Results for Numeracy indicated that in 2016, out of the 15 Year 3 students who sat the NAPLAN 15 students, or 100%, achieved at or above the national benchmark. No students were placed in the lower band 1, and 4 students, or 26.7%, achieved results that placed them in the top two skill bands 5 and 6.

Year 5 Numeracy

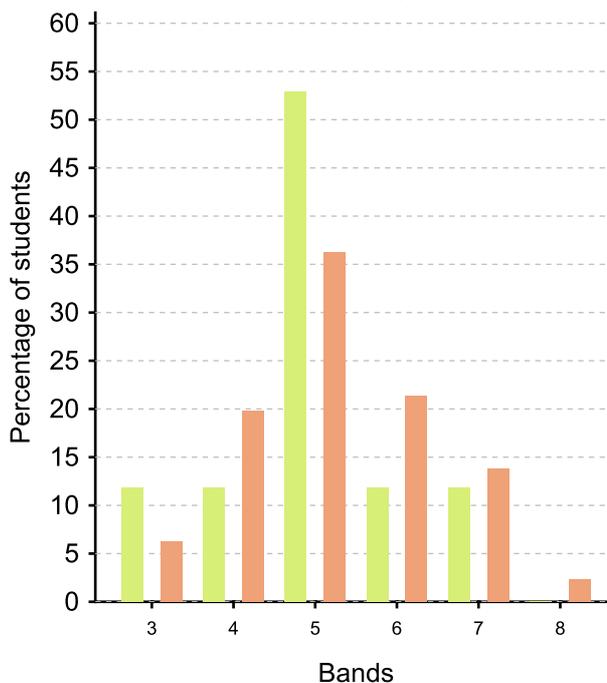
In Year 5, out of the 17 students who sat the NAPLAN tests in Numeracy 15 students, or 88.2% achieved minimum standards. 2 students, or 11.8% were placed in the lower band 3 and 2 students or 11.8%, achieved results that placed them in the top two skill bands 7 and 8.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two skill bands in reading was 80% (12 out of 15 students). In Year 5 this percentage was 11.8% (2 out of 17 students). In Numeracy the percentage of Year 3 students in the top two skill bands was 26.7% (4 out of 15 students). In Year 5 this percentage was 11.8% (2 out of 17 students). a

Another reporting requirement from the **State Priorities: Better services – Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. For Minmi, we had less than 10 students in Year 3 identify as Aboriginal and no students in Year 5. For the year 3 students, they performed in the second top skill band in Reading and just below the second top skill band in Numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016, Minmi Public School sought the opinions of parents, students and teachers about the school. Their

responses are presented below:

88% of parents found communication methods within the school to be effective and they especially liked the See Saw app as a communication tool.

80% of staff used the See Saw app as a communication tool.

Parents commented that they would like more opportunities to attend parenting courses presented by experts, like psychologists, around areas including autism and anxiety.

93% of students felt positive about their wellbeing at school.

100% of staff engaged in lessons around the 5 domains of wellbeing in class each week.

Policy requirements

Aboriginal education

Minmi Public School had two students who identified as being Aboriginal in 2016. At Minmi Public School we instil in students the knowledge of customs and traditions of a range of cultures, including Aboriginal, as an integral part of our History programs. We have our Aboriginal co-ordinator trained in the use of M-Goals and liaising with the Learning Support Team and parents to ensure Personalised Learning Plans are in place for all Aboriginal students within the school.

Multicultural and anti-racism education

At Minmi Public School we instil in students the knowledge of customs and traditions of a range of cultures as an integral part of History programs.

In 2016, classes explored multiculturalism through units covering diversity and world issues like the refugee crisis.

Through the Book Week theme, 'Australia, Story Country,' students were able to explore the concept of oral story telling traditions from a diverse variety of cultures.

Other school programs

Achievement in the Arts

Book Week

Each year students at Minmi Public School celebrate Book Week with an open day at the school and visit to our community libraries. The open day at the school combines a book fair, where children can purchase books and raise money for the school. In 2016 Minmi Public School hosted a book character parade where students dressed up and parents and friends came along to watch. To celebrate the theme 'Australia, Story Country' we had a special performance by the

Callaghan college Didgeridoo group. All visitors then joined us for book sharing and a picnic lunch.

Throughout Book Week, students attended a variety of events organised by our local council libraries and were centred around the short listed books from the Children's Book Council of Australia Book of the Year Awards.

Drum Groups

In 2016, students at Minmi Public School had the opportunity to participate in the 'Hatchman Drum Corp School Program.' This program is dedicated to creating an exciting drum program incorporating the skills of learning rhythm, beat and entertainment through performance. The year long program was offered to both junior and senior students for a 30 minute lesson per week. The program culminated in a performance at our annual presentation event. In 2016 we had a junior group of 20 students and a senior group of 20 students participate in the program.

Learning Pathways

2016 saw the continuation of our extremely successful Learning Pathways afternoons. Staff, students and the community were able to engage in flexible and alternative pathways for their learning. One afternoon per week for terms 1-3, students were able to elect an opportunity that interested them. These groups were vertical groups from year 2-6 and based on passion or interest. As a result our students had opportunities to participate in cooking lessons, chess, debating workshops, visual arts workshops, model making and sporting clinics.

Public Speaking

In 2016, Minmi Public school again competed in the Hunter Inter-Schools Primary Public Speaking Competition. Students prepare their speech at home for a class competition and the winners in each stage then go on to the higher level Zone competition. In 2016, we had representatives from each stage attend the competition.

Debating

5/6 students were given the opportunity in 2016 to participate in the Arts Unit training day for Debating at Edgeworth Public School. This provides students with an excellent overview of debating and includes a number of games and activities to develop their skills. Two teams of debaters then competed in the Premier's Debating Competition. The students gained many skills in preparing and delivering arguments on a variety of topics. This competition is an excellent opportunity for students to showcase their ability to work as a team. Each team prepares a case that is then delivered to an adjudicator and audience after only one hour of preparation time. Each student involved showed growth in confidence and their presentation skills.

Canberra Excursion

In 2016 our senior students in the 5/6 class enjoyed an

citizenship area of study. Students participated in a variety of role play activities in Parliament House. They enjoyed seeing the sights of our nations capital as they developed a greater understanding about our election process, how democratic governments are elected and the history of our nation. Students explored the various embassies and engaged in discussions around the Aboriginal tent embassy and our proud, Aboriginal history. They also explored Questacon and enjoyed being involved in a variety of science activities.

Achievement in Sports

Dance 2b Fit

The Dance 2b Fit program has been successfully operating at Minmi Public School for a number of years. This eight week program is always keenly anticipated by students from all classes. The lessons are well-structured and age appropriate. This program develops not only dancing skills, but also co-ordination, teamwork, listening skills and fitness.

Gymnastics

The school's gymnastics program was another successful sporting activity undertaken by the school in 2016. This program, which is led by qualified instructors, using age-appropriate equipment and activities, has proven to be a popular addition to the school's sporting program. Key skills help develop co-ordination, balance and fitness and are enjoyed by all students.

Athletics, Cross Country and Swimming

Students of Minmi Public School regularly compete at a zone level in swimming, cross country and athletics and in 2016 they again achieved some great results for our school.