

Minnamurra Public School

Annual Report



2016



4498

Introduction

The Annual Report for **2016** is provided to the community of **Minnamurra 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.

Warren Grosse

Principal

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School background

School vision statement

Engaging individuals in opportunities that connect them to their world.

School context

Minnamurra Public School has 408 students from a range of backgrounds, with a range of learning needs. There are a variety of experienced, dedicated professional staff who complement each other and ensure high standards are set and achieved. We have an outstanding reputation as an excellent community oriented school that provides a welcoming and beautiful environment where active involvement in all learning is expected and celebrated. The local community through the P&C are proactive partners in ensuring facilities and support so that the best possible outcomes are being targeted for all students. The school offers a wide range of extra-curricular activities that provide opportunities for individuals and teams to excel in interest areas.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In the School Excellence Framework domain of Learning:

In Learning Culture we have well developed programs that address student learning needs where students are engaged and striving to do their personal best. We explicitly teach expected behaviours and are committed to strengthen and deliver on student and staff wellbeing. We hold regular meetings with our Parent Teacher Consultative Group to discuss and ratify current school learning priorities and programs. Our professional learning is aligned with strengthening and delivering on school priorities.

In Wellbeing we have many new initiatives, such as PBL and Mindfulness in early implementation stages. We expect in the coming years to see significant improvement in this area. The staff are receiving significant training in the Relationships team's initiatives and analysis of student surveys shows staff are identifying areas of need and strategies for improvement.

In Curriculum and Learning we have systematic processes to identify learning needs and differentiated curriculum delivery. We also regularly review scope and sequencing and units of work, ensure teachers plan appropriate programs and differentiate based on learning needs.

In Assessment and Reporting we track student assessment data, identify trends and needs and provide information for parents on individual student achievement and areas for growth. Learning intentions and marking rubrics are set to enable transparent criteria for the students, as well as consistent moderation of learning tasks and standardised tests, data tracking and communication via parent teacher interviews. We have uniform processes for collecting and analysing data that is used to track student strengths and weaknesses throughout their seven years of schooling at MPS.

In the School Excellence Framework domain of Teaching:

In Effective Classroom Practice teachers are using assessment data to plan for learning and evaluate their teaching practices.

In Data Skills and Use staff use data to inform teaching programs, including differentiation and targeted individual instruction.

In Collaborative Practice teachers work on compiling programs, varying activities and analysing student survey results. They work together on a range of initiatives to improve the wellbeing of staff and students. Specific skills and strengths of staff within the team have been identified.

In Learning and Development staff use the PDP process to link goals with school priorities and are planning professional development to achieve goals, we attend targeted professional learning for staff to improve teaching methods. Staff attend externally sourced professional learning and provide in-school professional learning to their peers.

In Professional Standards staff understand and use the professional standards in setting goals and peer observations. Staff are committed to their ongoing professional learning and in-school professional learning is aligned to the professional standards.

In the School Excellence Framework domain of Leading

In Leadership we have succession planning and capacity building and our school has strong links with the Kiama Community of Schools. Parents and community members have opportunities to engage in a wide range of school related activities via the P&C and the Parent Teacher Consultative Group. There is a strong commitment to developing leadership capacity and skills in staff.

In School Planning, Implementation and Reporting we use a distributive leadership approach to ensure a commitment by staff to achieve goals. We use monitoring, evaluation and review processes that are embedded and there are clear processes and timelines. There is a broad understanding and support for school expectations and staff are committed to achieving school goals.

In School Resources we ensure that curriculum implementation and delivery requirements are met. There is a set of procedures that has been developed to ensure a systematic annual staff performance and development review is conducted and we flexibly use human resources.

In Management Practices and Processes we provide opportunities for students to provide feedback on the school's practices and procedures. We communicate with parents about school priorities and practices and provide opportunities for parental and community feedback via the Parent Teacher Consultative Group and the P&C.

Ourself-assessment and the external validation 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

Curriculum

Purpose

We need to cater for different learning styles, interests, strengths and weaknesses. Children need to be exposed to a range of experiences. We need to embrace the curriculum and implement syllabus documents and provide learning experiences for all children. We need to provide programs to support the needs of our lower achieving students, extend the top students and develop strategies for moving our middle students to the top. Library and technology needs to be incorporated into all of our planning.

Individuals are given learning opportunities to reach their full potential.

Overall summary of progress

During 2016 the Curriculum Team worked hard to provide up to date learning opportunities for students and teachers. utilising rich resources. We built on the whole school writing program, Come Write With Me (CWWM), and began the development of a new whole school spelling program. Along with these whole school programs, the K–2 literacy program continued to thrive, comprehension strategies were revisited, grammar and punctuation strategies refined and many new resources purchased, in particular, for the creative arts and literacy program. The library continued to be well resourced with new and engaging resources for our new syllabuses, history and geography. The whole school scope and sequence document tracking system, which was developed in 2014, continues to improve and remain up to date with the implementation of the new syllabuses. A major success for the Curriculum Team this year was the development of the Whole School Data Tracking Wall. All students K–6 are tracked using the literacy and numeracy continuums in one central location. We as a school look forward to using this wall to improve student results across literacy and numeracy in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved outcomes in Literacy	The Come Write With Me (CWWM) whole school writing program was in its second year of implementation. Pre and post assessments showed growth in nearly all children in this second year. A whole school spelling program was researched, developed and presented to staff at staff development days and staff meetings, ready for 2017 implementation. The K–2 literacy program continued to flourish and reciprocal readers were purchased to enhance the Stage Two reading program. One Year One teacher attended L3 ongoing professional learning. Grammar and punctuation strategies were revised and refined. A whole school data tracking wall was created.	\$18 000
Improved outcomes in Numeracy	Stage Two and Three streamed maths groups continued during 2016. Stage Three students were surveyed and showed that overwhelmingly the children enjoy the maths groups and strive to achieve their best. Stage One also implemented streamed maths groups for problem solving activities and maths challenges.	\$470
Whole school PDHPE Scope and Sequence developed	The whole school PDHPE has been put on hold until the new syllabus document has been released. The physical literacy document will be incorporated into this scope and sequence.	
Implementation of New Syllabuses	Both history and geography syllabus documents have now been incorporated into the MPS scope and sequence. Content dot tracking points have	\$6 400

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Implementation of New Syllabuses	been developed and completed to ensure all outcomes and content are covered. New resources have been purchased through the library. School reports for parents have been amended to ensure that content from the new syllabus documents have been included.	\$6 400
Increase in children in top two bands across all areas in NAPLAN results (moving the middle to the top)	Whilst the Year Three NAPLAN data shows excellent results, Year Five results continue to be an area for improvement.	\$0

Next Steps

Continuation of data collection for the Come Write With Me program. Professional learning for two kindergarten teachers in the Language, Learning and Literacy (L3) program and professional learning for two Year One teachers in Stage One L3. One member of staff being trained as a Focus on Reading (FoR) facilitator and lead trainer to train all teachers 3–6 in FoR. Purchase more reciprocal readers for FoR implementation 3–6. All school students tracked on the literacy and numeracy data tracking walls. Implementation of the new K–6 spelling program and adjustments made throughout the trial year. Review all stage scope and sequence documents to ensure all dot point tracking is up to date. Incorporate new Primary Connections units into science scope and sequences. Align Early Stage One, Stage Two and Stage Three grammar and punctuation scope and sequences to that of the current Stage One scope and sequence. Develop a PDHPE scope and sequence once the new syllabus is released. Review maths scope and sequence and maths groups across the school. Our school will be implementing the Bump It Up strategy in 2017 aiming to increase children in the top two bands in Year Five NAPLAN assessments.

Strategic Direction 2

Relationships

Purpose

Learning is the primary purpose of the school and the welfare of all is best served when that purpose is achieved. It is our responsibility to ensure an ordered and safe environment where students feel secure and become successful and confident learners and where all members of the school community are treated fairly and with respect.

Individuals develop attitudes and skills to successfully participate in their society.

Overall summary of progress

During 2016, the Relationships team began a number of initiatives to work towards school targets for this strategic direction. These initiatives were; introduction of Mindfulness to staff and students, implementation of the Positive Behaviour for Learning (PBL), beginning staff training in Kids Matter, revision of Anti-Bullying program, introduction of staff wellbeing initiatives, introduction of Random Acts of Kindness awards and the rewriting of the School Wellbeing Strategy. Each of these new initiatives are long term programs that are considered to take a number of years for full implementation and full impact.

Ongoing initiatives that have continued on from previous years included; Rip it Up Reading, Reading Recovery, Dare to Be Deadly, end of term rewards days, and an effective Learning Support Team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease the number of Time-outs by 20% by 2016 and trial a new positive rewards system with the implementation of PBL. Once implemented a new Student Welfare Policy will be written.	Three staff members attending training with a core PBL team of five people conducting fortnightly meetings and conducting reviews and implementing initiatives in the school. A behaviour matrix has been created and a draft of the positive rewards system has also been written. PBL is in very early stages of implementation and should have much higher impact in 2017. Classroom and playground behaviour management sections of the student welfare policy have been updated through necessity. The rest of the document has been 'put on hold' dependent upon decisions being made with regard to the implementation of PBL strategies, particularly with regard to the positive rewards scheme.	\$11208
Incidents of bullying (including cyber bullying) reduced by 50%.	The existing Bully Steps program was reviewed and updated. The amended program has been developed with teaching packages for each stage and is ready for implementation in 2017.	\$940
80% staff using mindfulness activities in the classroom and other strategies to improve mental wellbeing of students.	Four staff attended 'Mindfulness' conference and completed online training. Presentations were made at staff development day to all staff. 'Mindfulness' activities held at the start of most staff meetings. 'Mindfulness' reference materials were compiled on the staff share server for easy access. 'Mindfulness' activities have been implemented in most classrooms. Two staff members attended initial information training in the Kids Matter program. Planning is in place for the introduction of the program at the beginning of 2017. Further professional	\$3320

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% staff using mindfulness activities in the classroom and other strategies to improve mental wellbeing of students.	development and training with the implementation of the program throughout 2017.	\$3320
Implementation of strategies to improve staff wellbeing.	A fund of money has been put aside to assist staff with children displaying challenging behaviour for short-term classroom assistance (SLSO support). Social cohesiveness activities conducted on weekly and fortnightly basis. Staff regularly surveyed on a range of issues around programs and other matters in the school so that all staff are having input and giving feedback to assist in decision-making. Staff updated on code of conduct, dignity and respect in the workplace and updated on grievances procedures.	\$2000
Provide programs and strategies to improved the learning of children with additional learning needs including indigenous students.	Nine Year One children participated in the reading recovery program during 2016. Eight children successfully completed the program and one child was referred off and provided with additional learning support. The Rip it Up Reading program continues to see improvement in the reading of all children on the program. During 2016, 43 children progressed in their reading, spelling and writing through this program. Readers to support the program were purchased and used as homereaders for children on the program. Our Indigenous teacher has continued to work with our Indigenous children on cultural activities and overseeing that PLPs are completed promptly and appropriately for each indigenous student. She also monitors their wellbeing and learning outcomes. Funds are a provided for SLSO time for two Indigenous students.	\$500 plus Aboriginal funding as reported in Key Initiatives

Next Steps

The Mindfulness resource will be added to and staff presentations continued. Professional learning in this area will be attended if and when it is available. PBL will continue to be rolled out with the introduction of the behaviour matrix to the children during primary and infants assemblies and the finalising and introduction of the positive rewards scheme also occurring in early 2017. Further staff external professional learning in the Kids Matter program, with staff being trained in staff meetings in the program during 2017. We hope to create and utilise a 'withdrawal hub' during 2017. The Anti-bullying program will be presented to staff at the first Staff Development Day in 2017 for classroom implementation during Term One. The School Wellbeing Strategy will be completed and available for dissemination once the PBL positive rewards system has been finalised. Continuation of staff wellbeing initiatives, Random Acts of Kindness, Rip it Up Reading, Reading Recovery, Dare to be Deadly and End of Term Rewards days throughout 2017. All programs will be monitored twice each term for effectiveness and amendments.

Strategic Direction 3

Connections

Purpose

As teachers we have the responsibility to ensure that we provide educational opportunities that build on and extend the ways in which students engage, learn, train, communicate and live in an increasing digital world.

Innovative individuals equipped to engage in a constantly evolving world.

Overall summary of progress

During the first semester of 2016, the 'Connections Team' was lead by our Stage Two Assistant Principal and included the Computer Coordinator, as well as one staff member from both Early Stage One and Stage Three. At the beginning of the second semester, the team changed as a result of staff members retiring. The incoming Assistant Principal took over as leader, a new teacher took over the role of Computer Coordinator, and a staff member from Stage Two joined the 'Connections Team.'

During the second half of 2016 this team has worked hard to achieve the identified areas of improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers, students and school community will have 30% increase in the reliability and accessibility of the internet	We have improved the quality of the internet and network accessibility. We have gone from using 88% of our bandwidth per day and downloading 30 gigabytes of data per day to using 40% of our bandwidth and downloading 2 gigabytes of data per week. Staff and students have been running tests to find solutions to the problems we are experiencing when trying to connect more than one class on the school's network with reliable internet access. Local and state DoE ICT personnel are currently working with the school to try and find a solution to further improve access to the internet. Valuable feedback on how ICT can be improved at Minnamurra Public School was sought and received via surveys by the Connections Team. Most of the feedback relates to the problems with the Internet. The Connections Team has started planning for professional learning for the use of technology in the classroom, and had discussions about how that will look and how we will collaborate together to support the use of technology in the school.	\$0
Students will have a 20% improved accessibility to technology devices	We have purchased a new portable smart TV, that can be utilised in a table format and by 12 students at once. This is the type of interactive technology that MPS plans to replace the older SmartBoards that are currently in use. Staff members have visited schools already running Bring Your Own Device (BYOD) and gathered resources and policies. Minnamurra Public School now has a BYOD policy, which has been approved by executive, staff, the Parent Teacher Consultative Group and the P&C. The policy includes a suggested list of devices so that parents can purchase suitable devices for 2017 implementation.	\$14 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will have a 20% improved accessibility to technology devices	Parents have been kept up to date on the issues with internet accessibility and understand that while BYOD should be implemented during 2017, it will not be fully incorporated into classrooms until the network issues have been resolved.	\$14 000
Computer coordinator and IT Support will maintain existing IWB, computers and laptops throughout the school.	An ICT technician has been employed. He works one day per fortnight and is funded by parent contributions and the P&C. Staff have been surveyed about our ICT technician. The feedback was very positive and staff understand he can fix the more technical problems with the technology in the school. Feedback was also given and there are areas of improvement to be made, mainly around how to get his help and how long to expect a problem to take to be improved. The technician has been invaluable throughout our network and internet accessibility issues and is continuing to work on finding a solution to our problems.	Funded through P&C and parent contributions. \$3500
Improved use of iPads to 100% of all classes	A laptop has been purchased, which is used to run the iPads in the school. This enables all iPads to be updated simultaneously. The management of the iPads has been problematic for staff and will be more streamlined as a result of this. Ten security/charging boxes have been purchased to store iPads. Desktop computers have been updated and upgraded to ensure students are using up to date devices.	\$7 500
Teaching programs are reflecting a 10% increase in the use of technology to complete learning tasks	Both Stages Two and Three are implementing Genius Hour. Students are engaged in their learning and enjoy deciding what they want to learn, how they want to learn it and how they present this information to peers. Staff have been surveyed and given feedback on how to improve the program.	\$0
Parents are accessing online connections to the school through the newsletter, website and Facebook 30% more.	The school newsletter is now emailed or accessed via a Smartphone app for 98% of our parents. Hardcopies are printed only for those families without internet access. The website has the newsletter uploaded to it each week. The MPS connect Facebook page is used to convey messages regularly.	\$0

Next Steps

The Connections Team are looking at how we can share resources better as a school and how we can connect and share Genius Hour presentations with other schools. Minnamurra Public School is currently on a waiting list for a bandwidth upgrade from 10 megabits to 30 megabits which should improve our accessibility to the internet. BYOD will be introduced into the school during 2017 with the BYOD policy in operation. Technology will be updated if and when required. We shall continue to employ the IT technician one day each fortnight. We shall continue to seek feedback in order to improve IT at MPS. The team shall continue to seek new and updated programs, apps and websites to provide students and staff with the latest educational opportunities.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Active individual PLPs displayed in the staffroom after teacher, child and parent meetings. Release time given to the Indigenous teacher to support implementation of Dare to Be Deadly strategies. As a result of active involvement in this program this teacher has been elected president of the local AECG. Staff members regularly attend the AECG meetings. A community mural project is being led by the AECG in which MPS Indigenous students are participating. We also provided additional support through School Learning Support Officers and the Learning and Support Teacher for two of our Indigenous students. The learning outcomes of all of our Indigenous students were regularly monitored.	\$6491
English language proficiency	This funding was administered through our Learning Support Team to provide early intervention support for literacy.	\$1711
Low level adjustment for disability	An additional day for the Learning and Support Teacher was funded to provide support for Early Stage One and Stage One children. The focus of the withdrawal sessions was phonemic awareness.	\$31916
Quality Teaching, Successful Students (QTSS)	All staff participated in peer observations. Executive team completed external validation compliance. Stage planning meetings undertaken. Professional learning for executive staff. The impact has been: improved teacher programming, consistent teacher judgement, professional dialogues. Executive and non-executive staff have participated in professional learning to ensure succession planning.	\$15303
Socio-economic background	2016 saw many children have access to Learning Support. 43 students were part of the Rip it up Reading program, working with the Learning and Support Teacher. The school funds School Learning Support Officer time in addition to the time that is allocated and utilised in Integration Funding Support.	\$18534
K-2 Literacy	The K-2 Literacy Program has continued to thrive this year with a Kindergarten and Year One teacher receiving ongoing professional learning in the Language, Learning and Literacy (L3) Program. Having two members of staff receiving training meant that the most current and relevant teaching strategies was available to all staff K-2 through the sharing of information. All classes, K-2, utilised the 'engine room' set up allowing for differentiated literacy groups for reading and writing. Each member of staff K-2 was provided with a resource folder containing resources, readings and information to assist with the teaching of reading. PLAN data was utilised to track reading progress and identify students requiring additional support. Our reading results for 2016 have again reached benchmark levels.	\$8872 This is included in Strategic Direction 1

<p>CWWM</p>	<p>All staff participated in professional learning in the Come Write With Me initiative, led by one of our relieving Assistant Principals, to improve writing across the school. All teachers were provided with resources to provide children with a writing toolkit. All teachers have noticed that children's confidence and motivation have improved since strategies were introduced in the classes. We are currently in the second of a three year cycle of collecting data. The CWWM pre and post assessment data has shown improvement in targeted outcomes in all classes.</p>	<p>\$2000</p> <p>This is included in Strategic Direction 1</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	219	221	216	204
Girls	209	213	209	204

Student enrolments have continued to slowly decrease in line with the aging demographic of the local area. House prices have increased significantly and the number of families with primary school age children are reducing as a consequence.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	94.6	95.3	96.2
1	95.2	95.8	91.7	95.6
2	94.8	94.8	92.6	92.9
3	95	95.1	94.5	94.9
4	96.1	95.3	91.5	95.1
5	95.1	94	94.2	92.8
6	92.8	94.3	92.7	93.4
All Years	95	94.8	93.1	94.4
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

Attendance rates are commensurate or slightly higher than state averages.

This year has seen a review of our roll marking and absenteeism accountability procedures. As a result all staff have attended professional learning with the HSLO and procedures for recording reasons for absences have been developed and disseminated to all staff.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration & Support Staff	3.24
Other Positions	0.15

We have one staff member who identifies as ATSI

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Accreditation

There are three teachers working towards BoSTES accreditation at Proficient. There are four beginning teachers maintaining accreditation at Proficient. There are no teachers seeking or maintaining voluntary accreditation at either Highly Accomplished or Lead.

Beginning Teachers

During 2016 we had one beginning teacher. During the year that teacher participated in professional learning in reflection and feedback, and PBL (Positive Behaviour for Learning). That teacher led professional learning at a staff meeting on feedback prior to all teaching staff participating in peer observations. The staff member is also heading up our PBL implementation team and leading professional learning at staff meetings and staff development days.

School Development Days

All staff attended the school development days during 2016. Term One's day was largely devoted to school, stage and class organisation. At the Term Two SDD, staff participated in workshops on personalised learning, an introduction to coding and an introduction to HOW2Learn. At the Term Three SDD, staff participated in professional learning in spelling, conducted by Ros Neilson, the Come Write With Me school initiative led by one of our staff members, a

review of our whole school PDHPE scope and sequence and a Mindfulness workshop led by four staff members who had attended a mindfulness expo in the previous term. In Term Four, staff participated in compliance training in CPR, anaphylaxis and child protection. They were also led in professional development by members of staff in PBL and spelling.

Professional Learning

Our total expenditure on Professional Learning was \$16373 and this worked out at an average of \$712 per teacher.

Significant funds were spent on training three teachers as HOW2Learn trainers. These three teachers formed an action team and began implementing professional learning to staff during afternoon staff meetings. This program is envisaged to be a three-year implementation program. Three teachers also attended training in PBL throughout 2016. Again an action committee was formed and professional learning for all staff has been conducted during afternoon staff meetings. This implementation will continue throughout 2017.

School leaders participated in a significant amount of professional learning during 2016, some face-to-face and some online. This included: four executive teachers beginning training in the NSW Leadership and Management Credential modules, four executives attending workshops entitled A Leader's Influence, all six executives completing online training in the Business Intelligence Tool, four executive teachers attending a course entitled Leading Reflective Practice and the Australian Professional Standards for teachers, one executive teacher being trained as Principals as Teachers Accreditation Authority, one executive teacher completing training in Supervising Prac Teachers (AITSL), one executive teacher training in School Communities working together and one executive teacher completing an introduction to WHS, one executive teacher attended training on completing the Annual Report and one executive teacher participated in workshops on the Bump-it-up strategy.

Within Strategic Direction One (Curriculum) staff attended professional development in Reading Recovery OPL, L3 OPL, fundamental movements, physical activity, music, spelling, mathematics and science (Primary Connections). Afternoon staff meetings were conducted for all staff in spelling and Come Write With Me.

Within Strategic Direction Two (Relationships) two staff attended professional development in personalised learning, four staff members attended a mindfulness expo and three staff members began training in PBL. Two staff members began initial training in the Kids Matter mental health initiative. Afternoon staff meetings were conducted for all staff in mindfulness and PBL.

Within Strategic Direction Three (Connections) two staff members undertook a number of visits to other schools to explore implementation of a BYOD policy. Staff have participated in staff meetings around the BYOD

initiative and policy development.

One staff member attended training on using the Meet Manager program for sports events.

Eight staff members attended another school to look at Early Action for Success strategies.

A staff meeting was conducted for all staff on the Code of Conduct, Dignity and Respect in the Workplace and grievances procedures.

Compliance training in CPR, anaphylaxis and child protection was conducted on the final staff development day.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	119 027
Revenue	3 075 890
(2a) Appropriation	2 916 216
(2b) Sale of Goods and Services	4 959
(2c) Grants and Contributions	152 961
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	1 753
Expenses	-3 008 081
Recurrent Expenses	-3 008 081
(3a) Employee Related	-2 696 857
(3b) Operating Expenses	-311 223
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	67 809
Balance Carried Forward	186 836

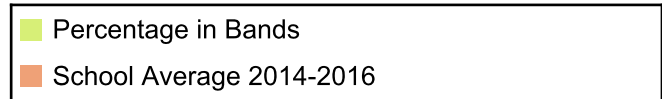
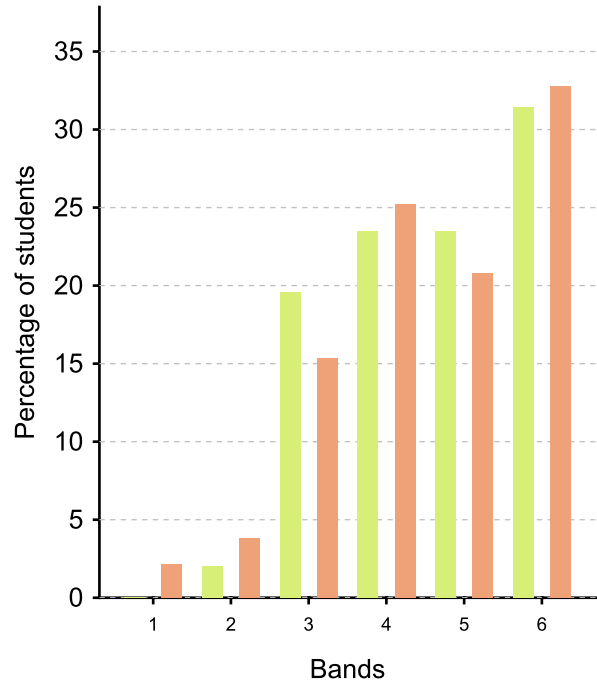
- The financial committee meets regularly to monitor revenue and expenditure.
- Any unusual spending patterns are reflected in the notes of the Annual Financial Statement.
- Significant spending is envisaged on upgrading

technology, an upgrade to existing Audio/Visual room to become a multipurpose/RFF room and installing a communication system around the school.

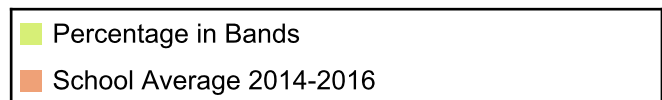
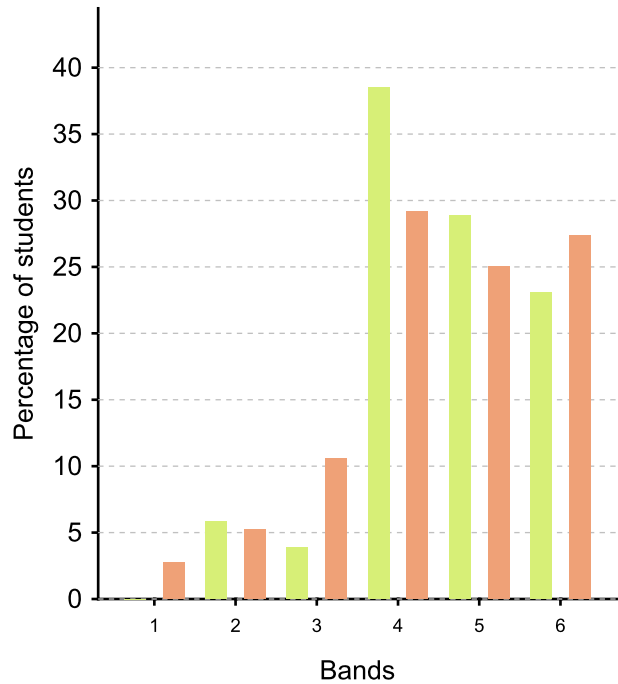
	2016 Actual (\$)
Base Total	2 572 206
Base Per Capita	22 735
Base Location	3 903
Other Base	2 545 567
Equity Total	130 066
Equity Aboriginal	6 491
Equity Socio economic	18 534
Equity Language	1 710
Equity Disability	103 330
Targeted Total	15 673
Other Total	60 907
Grand Total	2 778 853

School performance

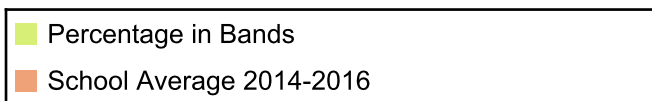
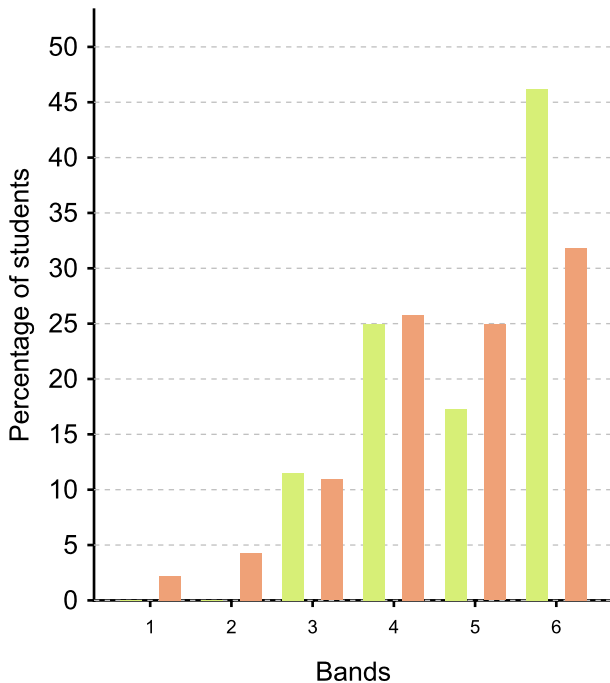
Percentage in bands:
Year 3 Reading



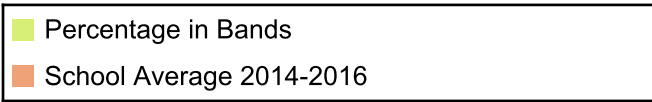
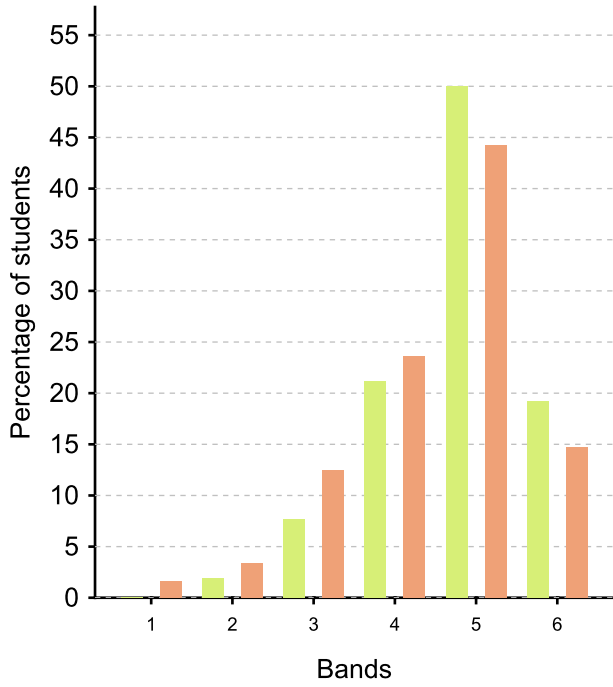
Percentage in bands:
Year 3 Spelling



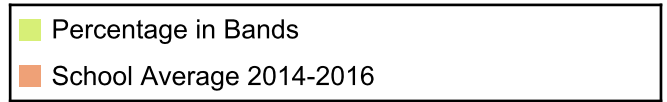
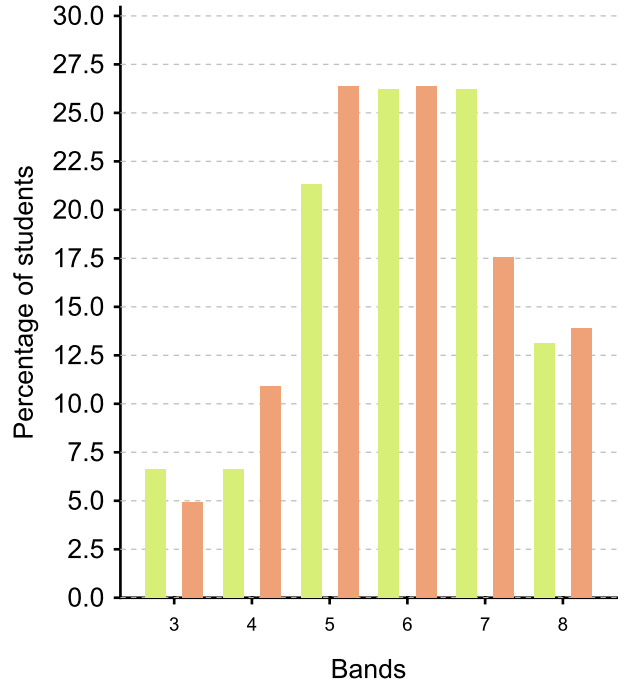
Percentage in bands:
Year 3 Grammar & Punctuation



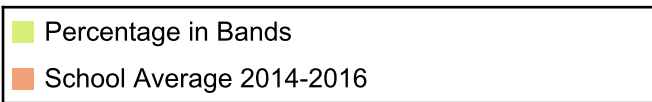
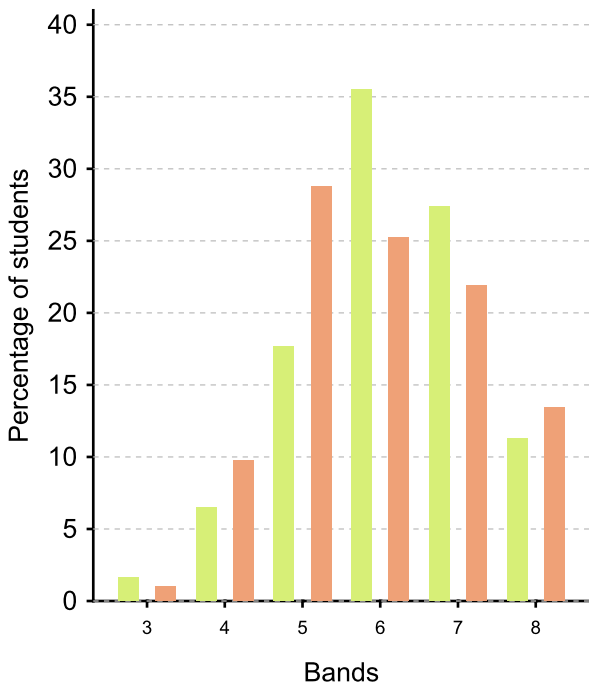
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Year 3 Writing



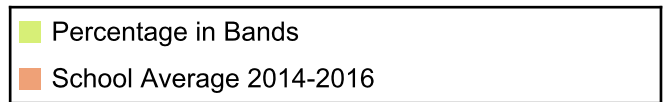
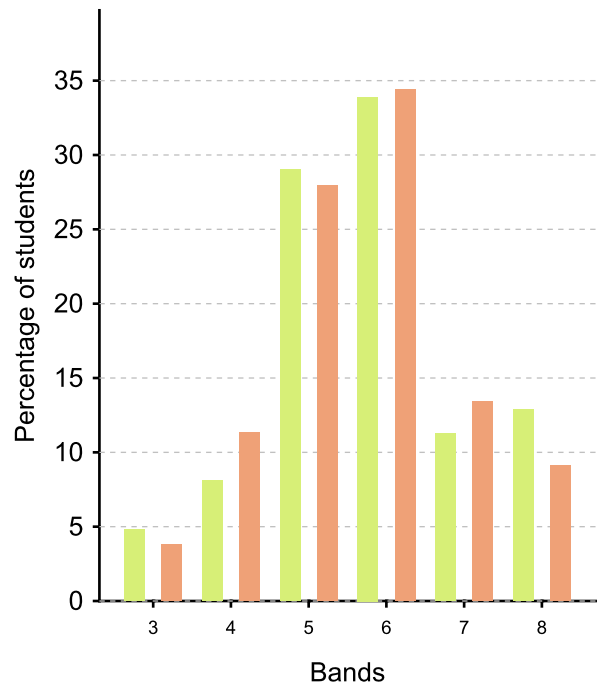
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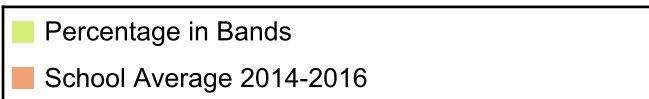
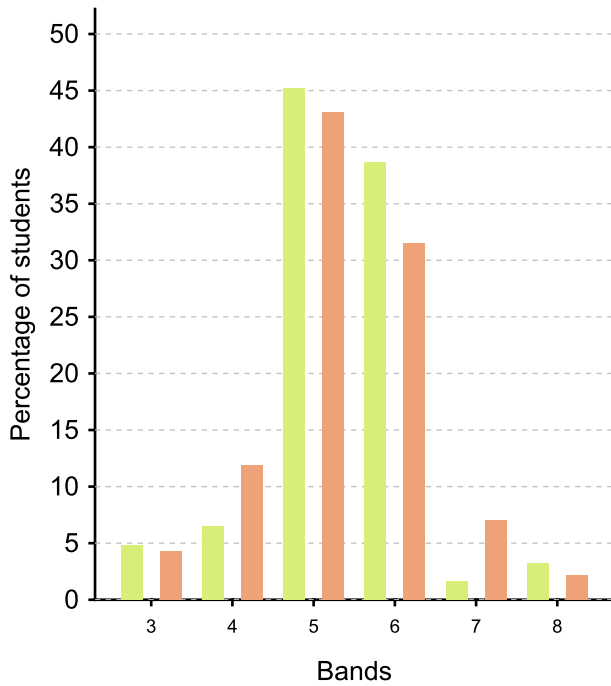
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Year 5 Grammar & Punctuation



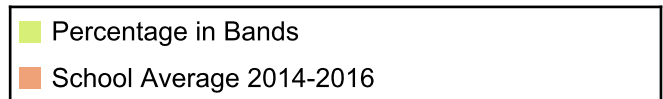
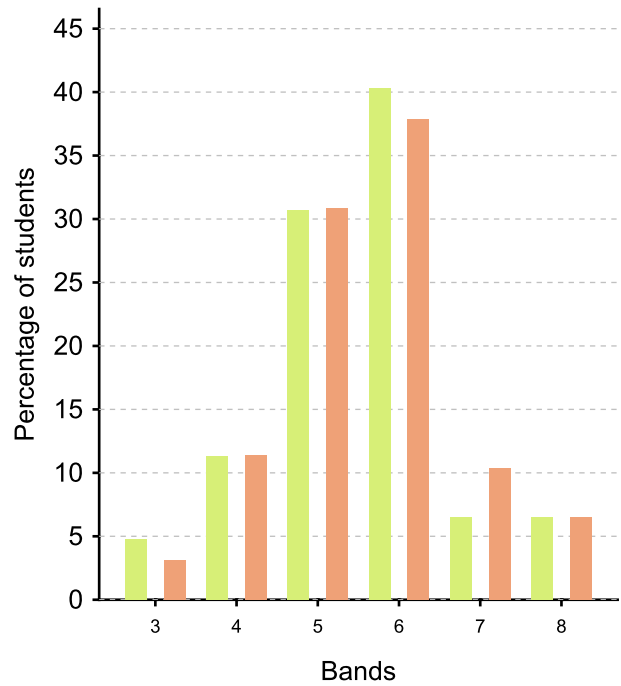
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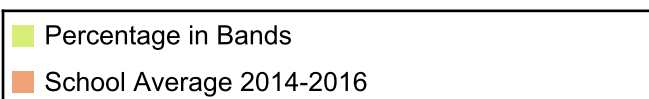
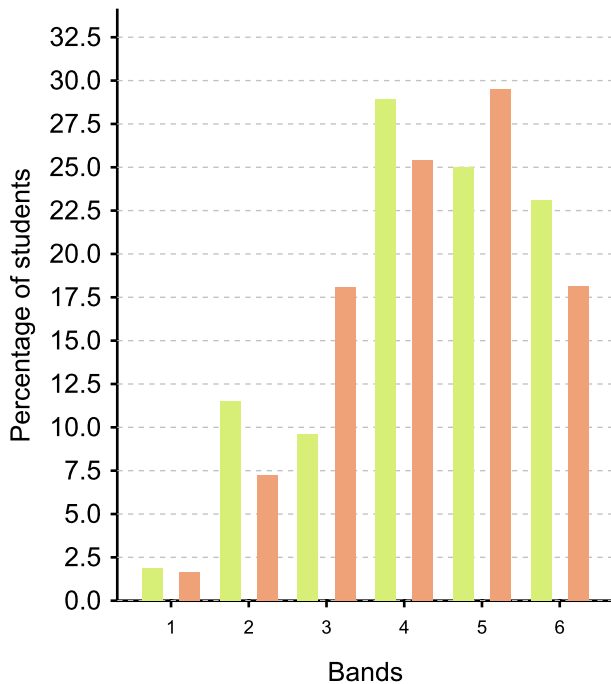
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



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.

Parent/caregiver, student, teacher satisfaction

In 2016 four surveys were completed – the “Tell Them From Me” 1 and the “Tell Them From Me” 2 were both completed by students from Years Four to Six, the “Partners in Learning” survey was completed by parents and the “Focus on Learning” survey was completed by teaching staff. All surveys were conducted via “The Learning Bar” website and all responses were anonymous.

Summary of Parent/Caregiver survey

Parents were surveyed in October of 2016. All parents were invited to complete the survey via messages in the school newsletter, an information letter and requests via the school Facebook page. 60 parents responded to the survey.

From the results in the parent survey the following conclusions can be drawn: most parents feel welcome at the school, although some parents indicated that activities are scheduled at times when they could not attend, that parents feel as though there is area for improvement with regard to receiving information from the school and that there is a high level of support for positive behaviour.

Summary of Student surveys

Students from Years Four to Six were asked to complete two surveys during April and October. Parents were able to opt out their children which was done by a small number of parents.

The results from the student survey showed that there was very little difference between responses for the same questions from Survey One (conducted at the end of Term One) and Survey Two (conducted at the end of Term Three). It also showed that responses from Minnamurra students were, in most areas, closely aligned with state averages. Through these surveys a number of areas were identified as targets for improvement. These include: student engagement and feeling challenged and their attitude towards homework. Overall our students feel that they value school outcomes, have positive relationships, they use their learning time effectively and that classroom instruction is well-organised, with a clear purpose and appropriate feedback.

Summary of Staff surveys

Staff were asked to complete the survey during October 2016.

From the results in the teacher survey the following conclusions can be drawn: the teachers work collaboratively, they feel as though they are inclusive of a range of learning needs, that data informs their practice and that they regularly communicate with parents.

Policy requirements

Aboriginal education

The Dare to be Deadly and other initiatives have been reported on in Strategic Direction Two as well as in Key Initiatives. In addition all programs within the school comply with Departmental requirements in including Aboriginal perspectives and Learning Across the Curriculum strategies. Our Indigenous teacher is currently developing a policy on politically correct terminology and procedures when working with our Indigenous community members. This will be ratified by our local AECG. Staff will have professional learning around this document. All primary history programs have a component on Aboriginal Australia.

Multicultural and anti-racism education

Minnamurra Public School has four staff members trained as Anti-Racism Contact Officers (ARCOs). During 2016 there was one referral to the appointed ARCO. The complaint was handled promptly and efficiently and in line with departmental and school policies and procedures.

The school has a relatively low proportion of children from diverse backgrounds. However, for those few children, their background cultures are acknowledged and celebrated in class activities. In addition, all programs within the school comply with Departmental requirements, including multi-cultural perspectives and Learning Across the Curriculum strategies.