

Minmi Public School

Annual Report



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Introduction

The Annual Report for 2017 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.

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Principal (Rel)

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Message from the Principal

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

Minmi Public School is extremely fortunate to have a dedicated staff, proactive and 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 Public School Community.

In 2017, as a result of our commitment we were able to celebrate many significant student successes and new school initiatives.

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 within school hours, often through NDIS funding.

Teachers have continued the explicit teaching of English literacy skills through the continuation of programs like Focus On Reading and modified L3 Reading Groups. The recent introduction of the Seven Steps Framework to support the explicit teaching of writing is something that will remain a focus for 2018.

Mathematical 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 the school and the University of Newcastle's 'Active Maths' team.

We have continued to work with the Callaghan Community of Schools and the University of Newcastle to ensure knowledge and skills among teachers is shared, especially in the area of digital technologies. We have been involved in the Technology Hub teacher professional learning sessions and the University's Virtual Reality in School's project. In the area of STEM (Science, Technology, Engineering & Maths) our involvement in the Jaguar Car Challenge led to the design by the four boys in our 5/6 class winning the competition. Our school team were also successful in winning the Solar Car challenge run through the Gifted and Talented program at Callaghan College. The introduction of the Scope IT program across the school this year has meant that skills in the coding area of computer technology will be built in students from Kindergarten right through to year 6.

We value our amazing parent community at Minmi Public School and their great ideas have been used throughout our decision making processes this year. Through their involvement in our Parent Forums. This culture of collaboration will continue into 2018 and will help make our school's future vision one that parents and community members are part of.

Our 'Kids Matter Team' has continued to bring student wellbeing, as an essential part of learning, into every aspect of our school life. They have continued to deliver professional learning to staff and have driven the research into finding an alternative program to include in our highly successful Peer Support Sessions. The 'You Can Do It' program was trialled this year with great success.

Our students have been given wonderful opportunities to access a wide variety of learning activities through our Learning Pathways Program. Skills like cooking, gardening, yoga, Chess strategy, visual art and STEM fun were explored in a collaborative, cooperative lesson format.

We continue to give our students a wide variety of opportunities in Public Speaking, Debating, the Digital Media Festival, Star Struck, Music Bus, Dance 2B Fit and Drum Corp..

We also continue to offer a wealth of sporting opportunities like gymnastics, PSSA netball and soccer, Cross Country, athletics, swimming and Rugby League.

Our staff both teaching and non-teaching are fantastic. Their dedication to improving their craft as educators will ensure Minmi Public School 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.

As a small school we have big expectations. We encourage our students to have big hearts, to dream big and to strive to be the very best version of themselves every single day. By doing this they will go out into the world beyond Minmi Public School and do great things. I am honoured to be a part of our students learning journey that continues in 2018 and part of their life journey as lifelong learners.

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 learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. In 2018 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 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 2018 we will continue to implement, reflect on, 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 worked collaboratively with Maryland Public School to build capacity in staff around the Powerful Learning Accountable Teaching assessment tool in writing. In 2018 we will be working on enhancing our curriculum provision by participating in Seven Steps to Writing Success professional learning and implementation and Explicit Instruction pedagogy.

Assessment and Reporting

Minmi Public School analyses internal and external 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 2018 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 and consistent teacher judgement during collaboration sessions throughout the school.

Student Performance Measures

At Minmi Public School we regularly achieve results at or above the national minimum standards. In 2018 we will be using data informed practice and targeted intervention to improve our value-added growth.

Progress In Teaching

Effective Classroom Practise

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. In 2018 we will be working on teachers regularly using student performance data and other student feedback to evaluate the effectiveness of their own teaching practises. 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 2018 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 staff 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 2018, 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 2018 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 teachers' performance and development. In 2018 there will be more opportunities given to staff to actively share learning from targeted professional development with others. Specific processes and procedures will be devised to ensure effective professional learning is in place for induction, teacher quality, leadership preparation and leadership development. In 2018, an explicit analysis of the teaching team will occur to identify strengths and areas for development, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Professional Standards

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

as members of the teaching profession. In 2018 all teachers will be engaged in the accreditation process and accredited at proficient or higher.

Progress in Leading

Leadership

At Minmi Public School links exist with communities of schools, other educational providers and organisations to support the school's programs. In 2018 we will be working on implementing a leadership strategy in the school to promote succession planning, distributed leadership and organisational best practise. 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 focussed 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 2018, 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 2018, 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 2018 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 continued to develop the Kids Matter Framework. The Wellbeing Team engaged in further 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.

The Wellbeing Team also researched an effective program to be implemented within our whole school Peer Support system. The 'You Can Do It' program was trialled this year and staff and students reflected on it's success. The decision was made to continue the implementation of the program in a modified format in Peer Support sessions.

100% of staff at Minmi Public School apply the five domains of wellbeing within classroom practise 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)	Funds Expended (Resources)	Progress achieved this year
100% of staff apply each of the 5 domains within classroom practice on more than 3 days throughout the week.	\$0	Staff survey indicated that 100% of classes are regularly using Go Noodle, Cosmic Kids Yoga and music to support wellbeing in their classrooms for both transition periods and to support readiness for learning.
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	\$0 Staff Meetings \$802.72 Professional Learning	The Kids Matter framework has continued to be implemented as the foundational elements were particularly suited to our identified need. Modules were delivered to staff and classes were using the 5 domains of wellbeing.
All staff understand and follow appropriate processes to support student overall well-being including the areas of: *Contacting parents/ having communication systems *Recording student wellbeing concerns in systematic ways *Following through in a timely fashion including using the	\$0 Staff Meetings	In 2017 100% of staff indicated they understood the school's wellbeing processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
LearningSupport Team, accessing Regional Support, Communicating to outside agencies		In 2017 100% of 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.	\$0 Staff Meetings	Staff meetings were used to remind staff of their obligations regarding wellbeing throughout the year.
Decreased suspensions 5 % (6 suspensions) to less than 3% (less than 3)	\$0	Data collected on Sentral and EBS4. Pre and post comparisons were made. Modified behaviour cards were implemented with 100% success rate and no repeat similar behaviour. Suspensions reduced from 3% to 1% and successful transitions back into the classroom and the playground. New processes were 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.
Decrease repeat inappropriate behaviour (hands off rule) from 65 % of incidences reported to less than 25 %	\$0	In 2017, repeat inappropriate behaviours related to the hands of rule decreased.
85% of parents are satisfied that home/ school communication is effective	\$0	In 2017, parents were surveyed and 92% were satisfied with communication between home and school. The Seesaw App was consistently referred to as a positive tool for communication.

Next Steps

In 2018, 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/PD and aligning the 'Kids Matter' content within the PD/ H programs for each stage in the school. Within these programs they will 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 collaborative teams to ensure they align with current curriculum expectations. The programs will also be evaluated, reviewed and refined throughout the year to ensure future implantation remains effective.

More effective opportunities for student reflection will be designed for implementation in 2018. Tell Them From Me Surveys will be used to collect more specific wellbeing data from students, parents and teachers.

In 2018, 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 of the Seven steps to Writing success program and PLAT Writing Assessment tool to improve the effectiveness of their teaching in writing. Staff reflected on their practise in implementing the PLAT writing assessment tool within their literacy programs and planned further professional learning in the area of writing in 2018.

Staff continued or began using the Seesaw 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 school technology coordinator accessed the Technology Hub, shared strategies and implemented ideas in classrooms.

All staff trialled models of structured reflective practice. In 2018 they will refine their understandings for future implementation.

Leadership team undertook professional learning in the Growth Coaching model and trialled growth coaching with staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	\$0	In 2017, 100% of staff indicated that school events and student achievement were communicated clearly. 80% of staff agreed that communication around student need and school goals was effective. This will be a focus to develop in 2018. In 2017 92% parents indicated that the communication methods of Minmi public school were clear.
100% of staff contribute to and engage in school resource hub.	\$0	In 2017, 80% of staff engaged in the school's electronic resource hub. The school technology coordinator will be used in 2018 to assist all staff to access and use this resource.
All staff indicate an improvement in their understanding of assessment practices and impact on learning for specific students by engaging in quality reflective	\$0 Staff Meetings	In 2017, staff engaged in training of assessment for, as and of learning. 100% of staff indicated an improved understanding of assessment practices. In 2018 further professional learning on reflective practice will occur.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
practice. Evidenced through matrix.		In 2017, staff engaged in training of assessment for, as and of learning. 100% of staff indicated an improved understanding of assessment practices. In 2018 further professional learning on reflective practice will occur.
Teaching programs show meaningful links across disciplines and quality learning.	\$0 Staff Meetings	In 2017, all literacy units showed clear links across disciplines. In 2018 data informed practise will be an area for professional development for staff and will focus on the areas of writing and maths.

Next Steps

In 2018 the Dynamic Teaching and learning team will continue to engage in professional learning on writing. This will include explicit mentoring sessions around data informed practise, PLAT (Powerful Learning Accountable Teaching) rubrics and PLAN markers and CTJ (Consistent Teacher Judgement) sessions across Callaghan pathways schools and strategic tier 3 interventions. Processes and practises that promote opportunity and empowerment for all stake holders will be developed, especially in the area of building staff capacity in mentoring and leadership opportunities in areas of interest or expertise.

In 2018 staff will continue to use the Seesaw APP as a tool for communication between school and home.

The Dynamic Teaching and Learning will access support from the Technology hub co-ordinator in 2018, to upgrade our school website and refine our school's computer co-ordinator role in line with future focussed learning planning.

In 2018 staff will refine their understanding of structured, reflexive practice and growth coaching strategies.

In 2018 'Scope IT' 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

The Principal is the primary instructional leader in the school.

At Minmi Public School, the principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement ensuring sustained and measureable whole-school improvement.

The leadership team at Minmi Public School ensures the implementation of syllabuses and associated assessment and reporting processes meet all departmental requirements and form a sound basis for learning. There is a focus on continual improvement to best lead the school towards excellence.

At Minmi Public School parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Overall summary of progress

The Community Partnerships Team surveyed the community and a data base of community experts was made for future use. Learning opportunities occurred throughout 2017 where community experts were used in an ongoing capacity within the school in the areas of soccer, netball, drumming, coding, dance and gymnastics.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 5 learning opportunities throughout 2016, involve a community expert in an ongoing role of more than 5 weeks.	\$0	In 2017 Minmi Public school enjoyed the experience of 9 community experts assisting the school to deliver quality programs to students throughout the year. Many of these learning opportunities occurred through our Learning Pathways activities where students picked an area of interest for them to learn about for one afternoon a week over three terms.
100% of staff engage in PL across the CEP network of schools.	\$0 Staff Development Day Staff Meetings	In 2017 100% of staff engaged in professional learning across the CEP schools particularly working with Maryland Public School around consistency in teacher judgement in writing.
Diversity of creative arts opportunities expanded.	\$0	In 2017 our Learning Pathways afternoons provided a variety of creative arts opportunities for students. Multicultural crafts were explored on Harmony Day. This has expanded our students' experience in the arts
100% of teaching programs show evidence of experimentation with 21st century learning skills from research and PL.	\$0	In 2017 80% of teaching programs showed evidence of experimentation with 21st Century learning skills. In 2018, more professional learning around 21st century learning skills across the KLA's will be explored by staff. Particularly Creative and Critical thinking.

Next Steps

In 2018 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 2018 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 2018.

A 2018 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	M Goals Training M goals Implementation Aboriginal Background Loading (\$2129)	In 2017, staff connected with all families to ensure our 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 the 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 2018, 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 Personalised Learning Pathways including M–Goals for all
Low level adjustment for disability	SLSO Employed Low Level Adjustment for Disability (\$30,170)	School data on student achievement was analysed and PLSP's (Personalised Learning Support Plan) written for students with identified disabilities. This included consultation with parents and the Learning Support Team. PLSP's were refined throughout the year and an SLSO was employed to assist with the PLSP implementation.
Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Students (QTSS) (\$8837)	In 2017 the Learning and Support Teacher was given additional funding to enable the strategic tiered intervention of students with high needs in writing and this teacher also supported teachers to develop their knowledge and skills in NESA requirements in programming in literacy and numeracy.
Socio–economic background	\$16,677	In 2017 this funding was used on strategic support for students needing help in particular areas. It was used to support 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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	55	63	60	57
Girls	55	53	49	45

In 2017, Minmi Public School enrolments decreased from 109 to 102 due to families moving out of the area. There were 57 male students and 45 female students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	93.6	97.5	94.8
1	95.3	95.7	95.8	94.4
2	97.5	93.4	96.5	97
3	93.9	95.7	95	93.9
4	93.7	94.4	96.3	94.2
5	96.9	96.2	95.7	95.7
6	93.2	98	96.9	93.3
All Years	95.2	95.1	96.3	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	3.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.61
Other Positions	0

*Full Time Equivalent

There were no staff members at Minmi Public school in 2017 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	0

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Minmi Public school staff in 2017. 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 our school. Specific professional learning areas that were priorities for 2017 were Seven Steps to Writing Success, Powerful Learning Accountable Teaching (PLAT), Kids Matter, Inquiry based learning, STEM and Reflective Practice.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	90,923
Revenue	1,035,492
Appropriation	993,375
Sale of Goods and Services	6,215
Grants and Contributions	34,438
Gain and Loss	0
Other Revenue	0
Investment Income	1,464
Expenses	-1,052,508
Recurrent Expenses	-1,052,508
Employee Related	-955,599
Operating Expenses	-96,909
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-17,016
Balance Carried Forward	73,907

Minmi Public School is fully deployed to SAP/ SALM

Overspend due to 1 staff member on Workers Compensation then continuous sick leave and 1 staff member on continuous sick leave.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	880,781
Base Per Capita	16,658
Base Location	0
Other Base	864,123
Equity Total	48,976
Equity Aboriginal	2,129
Equity Socio economic	16,677
Equity Language	0
Equity Disability	30,170
Targeted Total	12,884
Other Total	10,016
Grand Total	952,657

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Year 3 Literacy

In Year 3 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 2017, 15 students or 100% achieved results at or above the national benchmark. No students were placed in Band 1 and 46.7% of students achieved results that placed them in the top two skill bands 5 and 6

Results for Writing indicated that in 2017, 15 students or 100% achieved results at or above the national benchmark. No students were placed in Band 1 and 28.6% of students achieved results that placed them in the top two skill bands 5 and 6.

Results for Spelling indicated that in 2017, 15 students or 100% achieved results at or above the national

benchmark. No students were placed in Band 1 and 28.5% of students achieved results that placed them in the top two skill bands 5 and 6.

Results for Grammar and Punctuation indicated that in 2017, 15 students or 100% achieved results at or above the national benchmark. No students were placed in Band 1 and 57.1 % of students achieved results that placed them in the top two skill bands 5 and 6.

Year 5 Literacy

In Year 5 of the 12 students who sat the NAPLAN tests 100% of students achieved national minimum standards in Reading, Writing and Grammar and Punctuation. 91.7% of 11 students achieved national minimum standards in Spelling (1 student did not).

Results for Reading indicated that in 2017, 12 students or 100% achieved results at or above the national benchmark. No students were placed in Band 3 and 8.3% of students achieved results that placed them in the top two skill bands 7 and 8.

Results for Writing indicated that in 2017, 12 students or 100% achieved results at or above the national benchmark. No students were placed in Band 3 and no students achieved results that placed them in the top two skill bands 7 and 8.

Results for Spelling indicated that in 2017, 12 students or 91.7% achieved results at or above the national benchmark. One student was placed in Band 3 and 25% of students achieved results that placed them in the top two skill bands 7 and 8.

Results for Grammar and Punctuation indicated that in 2017, 12 students or 100% of students achieved results at or above the national benchmark. No students were placed in Band 3 and no students achieved results that placed them in the top two skill bands 7 and 8.

Year 3 Numeracy

Results for Numeracy indicated that in 2017, 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 Band 1 and 33.3% of students achieved results in the top two skill bands 5 and 6.

Year 5 Numeracy

Results for Numeracy indicated that in 2017, out of 12 Year 5 students who sat the NAPLAN 12 students or 100% achieved at or above the national benchmark. No students in Band 3 and 8.3% of students achieved results in the top two skill bands 7 and 8.

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

testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results*, schools are required to report on 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 46.7%. In Year 5 this percentage was 8.3%. In Numeracy the percentage of Year 3 students in the top two skill bands was 33.3%. In Year 5 this percentage was 8.3%.

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 Public School, we had no students in Year 3 identify as Aboriginal and no students in Year 5 identify as Aboriginal.

Parent/caregiver, student, teacher satisfaction

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

92% of parents found communication methods within the school to be effective and they especially liked the Seesaw App as a communication tool.

100% of staff used the Seesaw App as a communication tool.

95% of students felt positive about their wellbeing at school.

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

Policy requirements

Aboriginal education

Minmi Public School had 4 students who identified as being Aboriginal in 2017. 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 Pathways 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 2017, classes explored multiculturalism through units covering diversity and world issues like the refugee crisis.

Minmi Public School has collected information on the cultural background of the students and teachers to further develop students understanding of how culturally diverse we really are at our school.

The school has raised the profile of Harmony day by holding a celebration for the first time where students participated in creating a variety of culturally diverse artworks.

Other school programs

Book Week

Each year students at Minmi Public School celebrate Book Week with an open day at the school and visits to our local community libraries.

The open day at the school includes a book fair, where children can purchase books and raise money for the school. In 2017, Minmi Public School hosted a book character parade where students dressed up and parents and friends came along to celebrate the theme 'Escape to Everywhere'. All visitors then joined us for book sharing and a picnic lunch.

Throughout Book Week, student 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 2017 Minmi Public School students had the opportunity to participate in the 'DrumCorp' program led by Col Hatchman. 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 in lesson per week. The program culminated in a performance at our annual presentation event, as well as the senior drum students performing in a combined schools showcase event called 'Super Jam' held at Event Cinemas Kotara. In 2017 we had a junior group of 13 students and a senior group of 15 students participate in the program.

Debating In 2017 our Stage 3 debating students were given the opportunity to participate in a training workshop held at the school. This provided students with an excellent overview of the skills required for a successful debate. Our team competed in the Premier's Debating Competition where they successfully won each debate, becoming zone winners. They then went on and became semi finalists for our region. Each of our students showed growth in confidence and presentation skills throughout the competition.

Public Speaking

In 2017, 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 higher level zone competition. In 2017, we had two representatives from each stage attend the competition. One of our students was successful in gaining first place for Early Stage One.

Learning Pathways

2017 saw the continuation of our Learning Pathways afternoons. Staff, students and the community were able to engage in elected opportunities of interest. Groups were organised vertically from Year 2 to 6 and based on passion or interest. As a result our students had opportunities to participate in cooking, chess, debating, visual art, model making, sporting clinics, yoga, gardening and STEM games.

Great Aussie Bush Camp Excursion

In 2017 our stage 3 class enjoyed a fantastic excursion to the Great Aussie Bush Camp. Students were involved in a great number of confidence and team building activities and thoroughly enjoyed the experience. The students worked as a team to solve challenges and participated in a wide variety of games. The students identified the giant swing, dual flying fox, high ropes, archery, canoeing and rock climbing as their favourite experiences.

Music Bus

Music Bus has been a new addition to the Creative and Performing Arts opportunities at Minmi Public school in 2017. The program provides a wide range of musical lessons for student including a variety of instruments and singing. The program has been well received and was continued into the 2018 school year.

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 student from all classes. The lessons are well structured and age appropriate. This program develops not only dancing skills, but also co-ordination, team work, listening skills and fitness.

Gymnastics

The school's gymnastic program was another successful sporting activity undertaken by the school in 2017. The 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 opportunities. Key skills help develop co-ordination, balance and fitness and are enjoyed by all the students.

Athletics, Cross Country and Swimming

Students of Minmi Public school Regularly compete at zone level in swimming, cross country and athletics and

in 2017 they gain achieved some great results for our school.