

Minnamurra Public School

Annual Report



2017



4498

Introduction

The Annual Report for 2017 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.

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Relieving 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 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.

In the School Excellence Framework domain of Learning:

In Learning Culture there is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

In Wellbeing the school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Teaching and learning programs describe what all students are expected to know, understand and do. Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.

In Curriculum the school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Teaching and learning programs describe what all students are expected to know, understand and do. Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.

In Assessment teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. Assessment is planned and undertaken regularly in all classes and data is systematically collected.

In Reporting the school analyses internal and external assessment data to monitor and report on student and school performance. Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth. Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

In Student Performance Measures at least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.

In the School Excellence Framework domain of Teaching:

In Effective Classroom Practice Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

In Data Skills and Use teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

In Professional Standards Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school. The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

In Learning and Development executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals

In the School Excellence Framework domain of Leading:

In Educational Leadership the leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. Poor performance is identified and managed promptly and effectively. 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.

In School Planning, Implementation and Reporting the leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

In School Resources the school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities. The school's physical resources and facilities are well maintained and provide a safe environment for learning. Technology is accessible to staff and students. The school plans for community use of school facilities. The priorities in the school plan drive financial decisions.

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

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 2017 the Curriculum Team worked collaboratively to reach our improvement measures by providing up to date learning opportunities for students and teachers. The Curriculum leader was trained in Focus on Reading (FoR) and this program was introduced across our Stage 2 classrooms as part of the Bump It Up Strategy. As part of this strategy, visible learning walls were created to engage students in their learning and provide opportunities for students to see their learning develop and grow. L3 in both Early Stage 1 and Stage 1 again flourished throughout the year with all our untrained teachers receiving professional learning and training in this program. All our K–2 teachers have now received professional learning or ongoing professional learning in L3 over the past 3 years. The K–6 Spelling program was successfully implemented within all K–6 classrooms this year. The spelling team met to review the program, staff were surveyed with feedback being very positive and the Dalwood Assessment again showed positive growth with nearly all the students. The Come Write With Me program continued with the final year of pre and post writing examples to form our internal data collection.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Improved outcomes in Literacy | Library \$4 083 Reading Recover \$2 239 K–2 Literacy \$12 075 Focus on Reading \$4 667 | <p>The Come Write With Me (CWWM) whole school writing program is in its third year of implementation. Pre and post assessments showed students are progressing within the year.</p> <p>A whole school spelling program was implemented this year trialing the 4 spelling knowledge's children require to be efficient spellers – visual, morphemic, phonological and etymological.</p> <p>The K–2 Literacy Program continued to flourish with our 3 Kindergarten teachers attending Language, Learning and Literacy (L3) training. Three of our Year 1 and 2 teachers also attended L3 training for Stage 1.</p> <p>This year the curriculum team invested in training a teacher in Focus on Reading (FoR) for Stage 2. This program focuses on teachers explicitly planning and teaching students the super 6 reading comprehension strategies. This explicit reading program has been implemented throughout Stage 2 with all teachers being trained in the program. Reciprocal readers were also purchased to enhance this Stage Two reading program.</p> <p>As part of our How2Learn training all stages have implemented visible learning goals within the classrooms. All teachers have also used learning intentions and success criteria in a chosen area of literacy and numeracy to enhance student learning.</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| Improved outcomes in Literacy | | <p>Students were placed on the data tracking wall and moved at the end of Semester 1 once PLAN data was entered. We were mindful of the new progressions coming in 2018 so are waiting until these are implemented before continuing the use of the data wall.</p> |
| Improved outcomes in Numeracy | | <p>Stage Two and Three streamed maths groups continued during 2017. Stage One implemented streamed maths groups for the Number and Algebra strand 3 days of the week.</p> <p>Two members of staff attended an Anita Chin workshop after school to gain insight on how MPS could develop a whole school scope and sequence, look at effective resources for teaching maths and gain further insights into the Mathematics syllabus.</p> <p>Our beginning teachers attended a Literacy and Numeracy Conference to develop their skills and knowledge on the teaching of Problem Solving using effective strategies and engaging resources. This information was shared will all teachers for use within their own classrooms.</p> |
| Whole school PDHPE Scope and Sequence developed | \$1 310 | <p>Personal Development, Health and Physical Education (PD/H/PE) formed part of the Release from Face to Face (RFF) program this year. All students K–6 have been apart of the program encompassing theory and practical components. A whole school scope and sequence has been developed and implemented throughout the year. Each stage's program has been written aligned with the scope and sequence and syllabus document. Special programs and invited guests have occurred throughout the year including CPR and First Aid, Cyber Safety, Child Protection, Gymnastics K–6 and the Life Education Van K–2 to assist with the successful implementation of PD/H/PE.</p> |
| Implementation of New Syllabuses | \$1 897 | <p>We have refined our schools scope and sequence this year ensuring all new syllabuses are included. We have ensured content is tracked using the dot point tracking system over a 2 year cycle. Overviews were also updated based on teaching and learning programs.</p> <p>We trialed the Australian History Mysteries website which is a primary Australian Curriculum history resource to support the implementation of the History Syllabus. This subscription has been extremely valuable and engaging for our teachers and students.</p> <p>New Primary Connections programs were purchased to provide variety for our Science and Technology units.</p> |
| Increase in children in top two bands across all areas in NAPLAN results (moving the middle to the top) | | <p>MPS has been identified as a Bump It Up School. To assist in improving student growth for our middle achieving students we implemented Focus on Reading across all Stage 2 classrooms. This involved an off class teacher being trained in FoR</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| Increase in children in top two bands across all areas in NAPLAN results (moving the middle to the top) | | <p>and team teaching with our teachers to provide explicit, whole class and individualised teaching. Learning intentions and success criteria as well as visible learning walls were used in all Stage 2 classrooms to allow students to identify the areas they need to work on to improve overall in Literacy.</p> <p>The Mathematical Building Blocks modules were used to provide quality teaching in Mathematics. They were an introduction for our numeracy section of the Bump it Up strategy with the intention of staff gaining a deeper understanding of how to jointly use the syllabus and continuum to improve student outcomes in numeracy.</p> |

Next Steps

Continuation of professional learning for our Kindergarten teachers in L3 (Phase 2). Continuation of professional learning for our Stage 1 teachers in L3 Stage 1 (Phase 2). Continuation of the implementation of L3 across all K–2 classroom. Our Focus on Reading leader to complete professional learning in the phase 2 part of the program. Stage 2 teachers to consolidate and implement the phase 1 part of the FoR program. FoR program implemented within all Stage 2 classroom and filtering into Stage 3 with a focus on reciprocal reading. A whole school reading comprehension scope and sequence will be developed and shared with parents. Use of Visible Learning goals with learning intentions, success criteria and formative assessment to be a part of every day teaching and learning programs. Further developments with our Bump It Up strategies in Literacy and Numeracy aiming to increase children in the top two bands in Year5 NAPLAN. Implement modifications in our K–6 Spelling Program incorporating internal pre/post assessments on visual words to help track our progress with this program. Decodable readers purchased to support our beginning readers with their spelling skills. The Come Write With Me program is in its final year of ongoing pre and post data collection. From the analysis of this data, writing focuses will become a priority over the next few years. A whole school mathematics scope and sequence to be developed and implemented with engaging resources. TEN training for our K–2 teachers, and sourcing a quality mathematics program for our 3–6 teachers and students to ensure consistency across the middle years.

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 2017, the Relationships team began a number of initiatives to work towards school targets for this strategic direction. These initiatives were; Mindfulness to staff and students, implementation of the Positive Behaviour for Learning (PBL), revision of Anti-Bullying program including the implementation of the High 5 Program, continuation of staff wellbeing initiatives, 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 UpReading, Reading Recovery, end of term celebration days, and an effective Learning Support Team.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| 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. | PBL \$4 531 Awards \$1 322 | <p>Our target to achieve a 20% decrease in time-outs has been achieved.</p> <p>Our current statistic for time-outs stands at 61 (as per Oct 30, 2017) comparable to 2017s total of 209, a 70% decrease.</p> <p>Terms 1 2016– 86</p> <p>Term 1 2017– 34 (decrease of 60%)</p> <p>Term 2 2016– 87</p> <p>Term 2 2017– 26 (decrease of 70%)</p> <p>Term 3 2016– 21</p> <p>Term 3 2017– 22 (increase of 4%)</p> <p>Term 4 2016– 15</p> <p>Term 4 2017– 6 (decrease of 43%)</p> <p>A new positive rewards system was trialled this year, whereby students' positive behaviour was recognised and rewarded.</p> <p>Students participated in an individual pursuit to achieve merits, certificates and badges.</p> <p>Students describe the acknowledgements as "excellent" and "a big improvement from last year, I only received one award for the whole of last year"</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| <p>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.</p> | | <p>Currently, staff find the system to be effective and engaging for the students. Teachers mentioned that students find it difficult to manage their merits and folders, particularly in the younger grades. This is a topic for the PBL team to evaluate and improve.</p> <p>This year, a new student wellbeing policy was written. This included the collaboration with whole staff to devise a flow chart for unwanted behaviours. This is now the foundations for our PBL procedures.</p> |
| <p>Incidents of bullying (including cyber bullying) reduced by 50%.</p> | <p>\$1 286</p> | <p>This year saw the introduction of The High 5 Strategy as part of our bullying program. For the first 5 weeks of Term 1, the classroom teacher along with our PD/H/PE RFF teacher, introduces and discusses the High 5 steps students should use if bully issues need addressing. Our High 5 steps include; ignore, talk friendly, walkaway, talk firmly and report. It is hoped that bullying incidents will decrease at our school with the introduction of this whole school program and strategy alongside PBL.</p> |
| <p>80% staff using mindfulness activities in the classroom and other strategies to improve mental wellbeing of students.</p> | | <p>'Mindfulness' activities are running at lunchtimes to support students. 'Mindfulness' reference materials were compiled on the staff share server for easy access and new resources were added to this by the 'Mindfulness' Team. 'Mindfulness' activities have continued in most classrooms throughout 2017.</p> <p>The Kids Matter program is still in the planning progress. Planning is in place for the introduction of the program at the beginning of 2018. Further professional development and training with the implementation of the program will occur throughout 2018.</p> |
| <p>Implementation of strategies to improve staff wellbeing.</p> | <p>\$802</p> | <p>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. Whole staff including admin, SLSOs were updated on code of conduct using Kahoot.</p> |
| <p>Provide programs and strategies to improved the learning of children with additional learning needs including indigenous students.</p> | <p>Aboriginal Education \$1 327</p> <p>Learning and Support \$811</p> | <p>Due to our active Learning and Support Team we now have 10 Integration FundingSupported students at MPS. There are seven SLSOs used throughout the year to cover time allocated to these students. Along with these additional funds,support from SLSOs were also given to an additional 10 students. Emergency funds were also applied for and granted to assist with our extreme high needs students.</p> <p>We began 2017 with 2 Out of Home Care (OHC) students, but lost one. We currently have 1 OHC student on an Individual Education Plan (IEP)as well as 8 others on IEPs due to academic and behavioural need. 2017 saw 7students on modified behaviour programs and 6 with a RISK</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-----------------------------------|---|
| <p>Provide programs and strategies to improved the learning of children with additional learning needs including indigenous students.</p> | | <p>management plan in place.</p> <p>Reading Recovery has been successfully implemented at Minnamurra Public School in 2017. Semester One involved 1 'carry over' student from 2016 (who is now in Year Two) and 3 extra students from Year One who are achieving below grade expectation in both reading and writing, coming into the program from levels 5 – 6. A 'carry over' student is only permitted a maximum of 8 weeks tuition in Year Two. At the completion of this 8 weeks a new child from Year One is taken onto the 20 week program.</p> <p>In order to select the candidates for the program 12 children need to undertake an intense series of tests, the 4 children with the lowest scores are then selected for the Reading Recovery program. At the completion of Semester One all 4 children successfully completed the program on a level 16.</p> <p>Semester Two intake came into the program on higher levels 10– 12, and the 4 students will complete the program, in a little less (approximately 18) than the nominated 20 weeks, due to time remaining in 2017. It is anticipated that this intake of children will test out at level 20+.</p> <p>The 1–1 style of teaching in Reading Recovery lessons lends itself to quality and intense teaching lasting 30 minutes.</p> <p>A total of 9 students have entered the program in 2017, with no referrals off the program this year.</p> <p>2017 saw many students at MPS have access to Learning Support. 33 students were part of the RIP IT UP Reading program with the LaST. 18 of these students were new to the program in 2017. Of the 15 students who continued on the program from 2016, 7 have already completed the program with the other 8 expected to finish in term 4. This leaves 0 students who began the program in 2016, who will continue to roll into 2018. The final results remain fantastic, with very few students still having gaps in their assessments. Along with their ability to decode, improvements have been made in their fluency, recognition of high frequency words, phrasing, ability to self-correct and above all, their confidence has also grown. Final reports, along with a certificate were sent home with students as they finished. During semester report time, individualised reports were also written for anyone who did not complete the program, including a graph, showing growth in results. Our LSOs were required to create PDPs and were led through this process. A couple completed an online learning course to gain additional knowledge on ASD and this was found very useful for them and their future interactions with our ASD students.</p> <p>The LaST was also utilised as a teacher for a Stage 3 Maths group. This started with 9 students in term</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Provide programs and strategies to improved the learning of children with additional learning needs including indigenous students. | | 1 & 2, and grew to 10 later interm 3. Students get a lot of intensivework, step by step and a lot of repetition. |

Next Steps

PBL will continue to be rolled out into the classroom in line with our core values. Further staff external professional learning in the Kids Matter program, with staff being trained in staff meetings in the program during 2018. We hope to create and utilise a 'withdrawal hub' during 2018. The Anti-bullying program will continue throughout 2018. 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 and End of Term Rewards days throughout 2018. 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

In 2017 the Connections Team is made up of an Assistant Principal, two Stage 1 teachers, two Stage 2 teachers and a Stage 3 teacher. Many major improvements were made throughout the year.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|------------------------------------|--|
| Teachers, students and school community will have 30% increase in the reliability and accessibility of the internet | | <p>The quality of the school's internet has improved over the course of 2017. At the beginning of the year the school could reliably connect 4 iPads to the school's network on average each day. We now have occasions when over 100 devices can be connected to the school's network with 100% reliability.</p> <p>The internet can now be accessed using one of the 25 iPads, 30 desktop computers or student devices that can be bought in as part of our BYOD Policy.</p> |
| Students will have a 20% improved accessibility to technology devices | Maximising Technology \$31 902 | <p>BYOD has been successfully implemented throughout 50% of the school, being incorporated into 3–6 classrooms. The school has purchased new technology throughout the school including 18 new iPads and 3 lock boxes allowing for greater accessibility to technology devices throughout the school, in particular K–2. iPads have been relocated to the compactor, in secure lockboxes, with a new sign out system that has allowed all classes to have daily access. We have purchased 17 new smart TV's to replace outdated/faulty Smartboards and are currently trialing the Reflector app for student interactivity. Further, the purchase of teacher PC's will allow for student access to older, existing Macbooks. Issues with classroom computers have been resolved and computers returned to classrooms. Computers are not connected to the internet, however, this has allowed students access to word processing and offline computer programs within the classroom.</p> |
| Computer coordinator and IT Support will maintain existing IWB, computers and laptops throughout the school. | Computer Coordinator time \$10 000 | <p>The existing IWBs have been placed on a list ordering them from the worst condition to the best. We are monitoring them to make sure that they are in the correct order as they get older. The computers in the lab as well as staff laptops have all been updated to the latest software 10.12.2. Additionally, the staff laptops have all been re-imaged to meet the department's requirements.</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| Computer coordinator and IT Support will maintain existing IWB, computers and laptops throughout the school. | | <p>audit was completed on the computers from classrooms, leading them to be taken out of the rooms. The old computers that were having a negative effect on our school's network and were no longer beneficial to the school were decommissioned. The computers that were salvageable were given RAM upgrades allowing them to run quicker as well as be imaged with the department's current image.</p> <p>We have just received 12 new staff laptops on T4L. We have purchased HP Notebooks, allowing us to replace more of our older staff computers. The older staff macbooks once changed over will be allocated as follows: 2 x macbooks for casual use, 10 x macbooks to be used in the coding club.</p> |
| Improved use of iPads to 100% of all classes | Management of i-Pads \$11 884 | <p>Since the intentional refocus on school owned iPads, the connections team has designed and implemented a more secure and transparent borrowing protocol. Necessary equipment, including storage/charging cases and protective cases were purchased and a secure location in the school's strongroom was allocated. This refocus has improved the use of iPads across 100% of classes. The new sign in and out process and protocols ensure students in every class have an equal opportunity to access iPads. With this dramatic increase in the access of school owned iPads we have seen an increase in the need of, awareness of and execution of necessary application updates and iPad reimaging. However, this increased access to more comprehensive school owned devices by 100% of the student body has resulted in an increase of damaged iPads.</p> |
| Teaching programs are reflecting a 10% increase in the use of technology to complete learning tasks | | <p>K – 6 are using the “Seesaw app” on iPads across literacy and numeracy to implement learning tasks and share with their teachers. Stages 2 and 3 are implementing “Genius Hour” through the science KLA engaging learning and to present their work to the class.</p> <p>All students are engaged in their learning and enjoy having the ability to choose their method of presentation whilst using the apps.</p> |
| Parents are accessing online connections to the school through the newsletter, website and Facebook 30% more. | | <p>The school newsletter is accessed via a Smartphone app. The website has the newest newsletter added to it each week. Hardcopies of the newsletter only go to parents who request it. The Minnamurra PS Facebook page is used to share photos of special school events. Parents can make payments for excursions, uniforms, fees and fundraisers online.</p> |

Next Steps

Over the next 3 years we will:

1. Replace the remaining interactive whiteboards in the school with TV's. We will then be using the “Reflector App” to replace the interactive component of the interactive whiteboards.

2. Introduce BYOD to K–2 and implement BYOD K–6.
3. Utilise one platform, in addition to the school website and the newsletter, to communicate information with the community i.e. Seesaw.
4. Implement the new ICT Scope and Sequence K–6 and integrate ICT into teaching and learning programs where appropriate.
5. Ensure students have the opportunity to engage with future focused technology such as STEM and coding.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | \$11 076 • Aboriginal background loading (\$940.00) | Active individual PLPs displayed in the staffroom after teacher, child and parent meeting. All Indigenous students were offered SLSO time to help with achieving their PLP goals. An Aboriginal Education Committee was formed to see future directions in improving student outcomes and provide opportunities for cultural awareness activities within the school. |
| English language proficiency | | No funding provided for English Language Proficiency this year. |
| Low level adjustment for disability | \$32 000 | This funding was utilised to provide an extra half a day for our Learning and Support Teacher. Remaining money was used to employ School Learning Support Officers. The SLSO's time was used within the classroom and playground for our identified students needing extra assistance. |
| Quality Teaching, Successful Students (QTSS) | \$61 350 | <p>This year a large amount of the Quality Teaching Successful Students (QTSS) was used to have a Curriculum Leader off class to support and implement the Bump It Up Strategy. One of the key initiatives of our Curriculum Leader was to gain professional learning as a trainer in Focus on Reading (FoR). This program was then implemented within in all Stage 2 classrooms with all Stage 2 teachers getting valuable training to support student improvement in literacy. To support our Bump It Up students our Curriculum Leader has started analysing data to gain insights into what explicit teaching these students require in literacy and numeracy to improve student progress and results.</p> <p>In addition to this all staff have participated in classroom observations and writing of their PDPs. Professional learning for executive staff has been undertaken including How2Learn, Scout and Using Data with Confidence. In term 4, funds were also utilised to have an extra Assistant Principal off class to assist in writing the School Strategic Directions for 2018–2020, using the School Excellence Framework to inform future directions, NESA registrations, working with an array of students requiring extra assistance with learning and behaviour, whole school scope and sequencing, data analysis and tracking.</p> |
| Socio–economic background | \$21 372 | The school funds School Learning Support Officer time in addition to the time that is allocated and utilised in Integration Funding Support. |
| K–2 Literacy | This is included in Strategic Direction 1 | <p>A whole school spelling program was implemented this year trialing the 4 spelling knowledge's children require to be efficient spellers – visual, morphemic, phonological and etymological.</p> <p>The K–2 literacy program continued to</p> |

| | | |
|----------------------------|--|---|
| <p>K-2 Literacy</p> | <p>This is included in Strategic Direction 1</p> | <p>flourish with our 3 Kindergarten teachers attending Language, Learning and Literacy (L3) training. Three of our Year 1 and 2 teachers also attended L3 training for Stage 1.</p> <p>This year the curriculum team invested in training a teacher in Focus on Reading (FoR) for Stage 2. This program focuses on teachers explicitly planning and teaching students the super 6 reading comprehension strategies. This explicit reading program has been implemented throughout Stage 2 with all teachers being trained in the program. Reciprocal readers were also purchased to enhance this Stage Two reading program.</p> <p>As part of our How2Learn training all stages have implemented visible learning goals within the classrooms. All teachers have also used learning intentions and success criteria in a chosen area of literacy and numeracy to enhance student learning.</p> <p>Students were placed on the data tracking wall and moved at the end of Semester 1 once PLAN data was entered. We were mindful of the new progressions coming in 2018 so are waiting until these are implemented before continuing the use of the data wall.</p> |
| <p>CWWM</p> | <p>This is included in Strategic Direction 1</p> | <p>The Come Write With Me program continued with the final year of pre and post writing examples to form our internal data collection. Pre and post assessments showed students are progressing within the year. From the analysis of this data, writing focuses will become a priority over the next few years.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 221 | 216 | 204 | 201 |
| Girls | 213 | 209 | 204 | 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 age children are reducing as a consequence.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 94.6 | 95.3 | 96.2 | 95.6 |
| 1 | 95.8 | 91.7 | 95.6 | 93.7 |
| 2 | 94.8 | 92.6 | 92.9 | 96.2 |
| 3 | 95.1 | 94.5 | 94.9 | 92.7 |
| 4 | 95.3 | 91.5 | 95.1 | 93.6 |
| 5 | 94 | 94.2 | 92.8 | 92.8 |
| 6 | 94.3 | 92.7 | 93.4 | 92.4 |
| All Years | 94.8 | 93.1 | 94.4 | 93.8 |
| 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

Attendance rates are on par with the stage averages.

Teachers continue to use EBS4 to mark student attendance, which is an online tool designed by the DEC. Letters to parents are generated by our SAO on the third day of a child's unexplained absence. These letters are then sent home to parents asking for a

reason for a child's absence. All reasons are recorded on EBS4. If a parent has not informed the school of the reason for their child's absence this remains unjustified online.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 13.67 |
| Teacher of Reading Recovery | 0.42 |
| Learning & Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.8 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 3.24 |
| Other Positions | 0 |

*Full Time Equivalent

We have no staff members who identify as ATSI.

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 | 16 |

Professional learning and teacher accreditation

Accreditation

There are seven teachers working towards NESA 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 2017 we had seven beginning teachers, five of which are in a temporary full time teaching position for 2017. Five beginning teachers attended a Beginning Teachers Conference at the start of the year. Two of our Stage 1 beginning teachers attended L3 Phase 1 for Stage 1 training. Three of our Stage 2 beginning teachers attended FoR Phase 1 training. Collaborative planning days were utilised throughout the year to develop teaching and learning programs. These planning days also required a mentor to be off class with our beginning teachers to provide guidance and support. Two of our beginning teachers formed part of the Aboriginal Education Committee and attended Professional Learning and meetings in regards to Aboriginal Education. Mathematics workshops were attended by most of our beginning teachers. All beginning teachers have been collecting evidence as part of their accreditation as a proficient teacher. All seven beginning teachers are finalising their Proficient Teacher accreditation reports ready for their stage supervisors to write their final report for the Teacher Accreditation Authority (TTA).

School Development Days

All staff attended the school development days during 2017. Term One's day was largely devoted to school, stage and class organisation. We also focused on PDPs, giving each staff member a folder, PBL by doing an out of bounds walk, anti-bullying and Child Protection compliance training. At the Term Two SDD, staff participated in workshops on maths, Primary Connections science units and Google Apps. Staff were also updated on the Code of Conduct and quizzed using Kahoot about what they had learnt. At the Term Three SDD, staff participated in professional learning in Focus on Reading, behaviour management and How2Learn. All staff participated in their mid-year PDP reviews and the PLP SAS survey was conducted. This year for the first time, staff have completed 4 twilight professional development sessions in lieu of the two Term Four SDD days. One session was held in Term Two, Two sessions held in Term Three and one session held in Term Four. Throughout these twilight sessions staff have participated in 2018–2020 strategic planning, classroom management procedures, How2Learn, Spelling program for 2018 and CPR training. We also looked at our Bully survey results, Technology throughout the school including the BYOD policy, computer lab systems and procedures, scope and sequencing using ICT and Seesaw and Google Apps in the classroom.

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 our K–2 teachers in L3. Three of our Kindergarten teachers were trained in L3 Kindergarten Phase 1. One teacher was trained in L3 Stage 1 Phase 1. Two beginning teachers were trained in L3 Stage 1 Phase 1. Two Stage 2 teachers were trained in FoR Phases 1 and three Stage 2 beginning teachers were trained in FoR.

One teacher attended 3 days of HOW2Learn lead training. They are now the How2Learn lead trainer for the Illawarra. Implementation of PBL continue throughout 2017 with afternoon professional learning sessions being led by the PBL team. Aboriginal Cultural Education Connecting to Country was delivered to some staff and will occur again in 2018.

School leaders participated in a significant amount of professional learning during 2017, some face-to-face and some online. This included: all five executive teachers attending workshops on an Introduction to Scout – Business Intelligence for Education, three executive teachers attended a workshop on Leading Change as an Executive, three executive teachers attended Leading Deep Change by Simon Breakspear, all six executive teachers attend training on school planning, three executive teachers attended a course Using Data with Confidence, an afternoon session on writing strategic directions was attended by the executive team, one executive teacher attended finance training, one executive teacher attended MyPL training and executive members completed the Disability Standards for Education.

Within Strategic Direction One (Curriculum) staff attended professional development in Reading Recovery OPL, L3 training, Literacy Conference, Choral Conductors workshop, afternoon staff meetings were conducted for all staff in spelling, Come Write With Me, Focus on Reading assessment and differentiation and Reading in the Middle Years, reciprocal reading and Mathematics presented by Anita Chin.

Within Strategic Direction Two (Relationships) staff attended professional development in PBL including Functional Behavioural Analysis, Access request training days, tutoring for online courses training day, two members of staff attended a Kids with Trauma course and one member of staff attended a Classroom Behaviour Management course.

Within Strategic Direction Three (Connections) one member of staff attended a course on using Technology in Mathematics, one teacher attended an Apple SchoolManager/Multiple Device Management course, one teacher attended a Using Google Classrooms course and a classroom teacher attended a Facebook/Social Media in-service.

Fourteen members of staff attend an afternoon session on visible learning including bump it up walls and learning intentions, success criteria.

Ten members of staff attended an afternoon session on providing feedback to students.

Pre-service teaching modules were completed by 4 members of staff and 6 teachers started the online modules.

Compliance training in CPR, child protection, Work Health and Safety, e-emergency, e-administration of prescribed medication, Corruption Prevention was conducted by all staff throughout the year.

New staff completed one off induction online courses in child protection awareness training, Health and Safety Induction for Employees and Fraud and Corruption.

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 | 186,837 |
| Revenue | 3,355,329 |
| Appropriation | 3,188,963 |
| Sale of Goods and Services | 3,042 |
| Grants and Contributions | 161,747 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 1,577 |
| Expenses | -3,356,594 |
| Recurrent Expenses | -3,356,594 |
| Employee Related | -2,933,044 |
| Operating Expenses | -423,550 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -1,265 |
| Balance Carried Forward | 185,571 |

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 | 2,668,741 |
| Base Per Capita | 62,353 |
| Base Location | 3,596 |
| Other Base | 2,602,793 |
| Equity Total | 135,513 |
| Equity Aboriginal | 11,076 |
| Equity Socio economic | 21,372 |
| Equity Language | 0 |
| Equity Disability | 103,065 |
| Targeted Total | 194,625 |
| Other Total | 76,414 |
| Grand Total | 3,075,294 |

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.

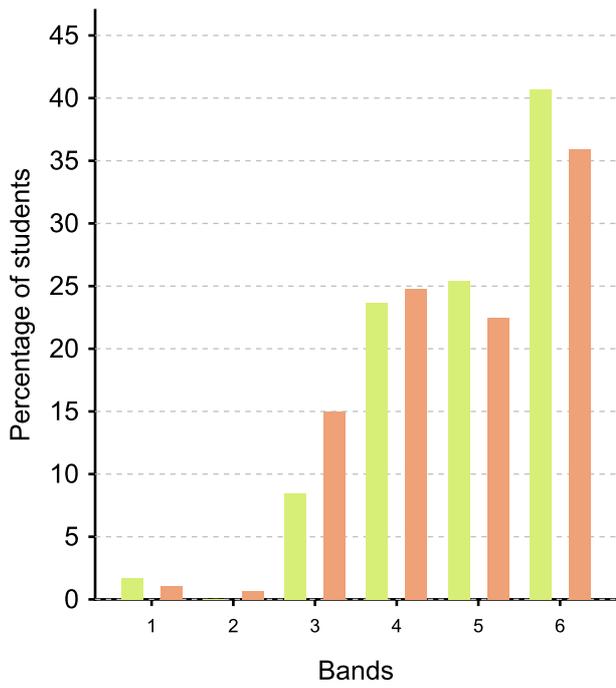
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

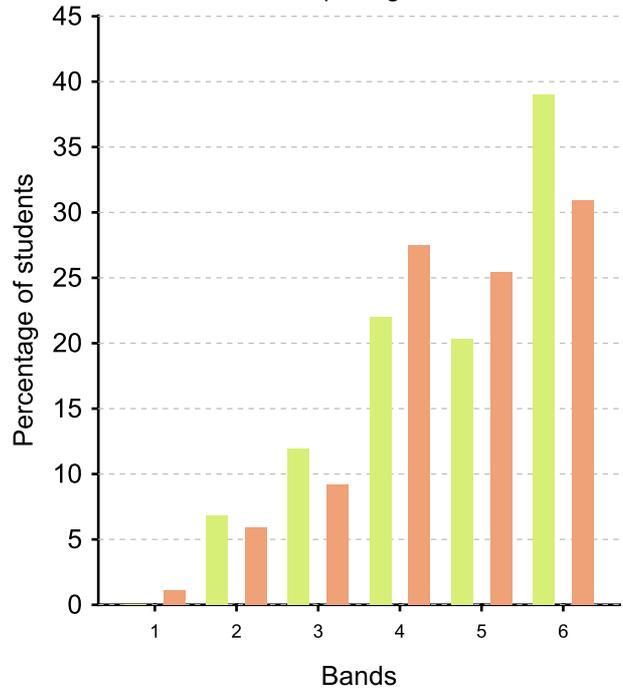
NAPLAN

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.

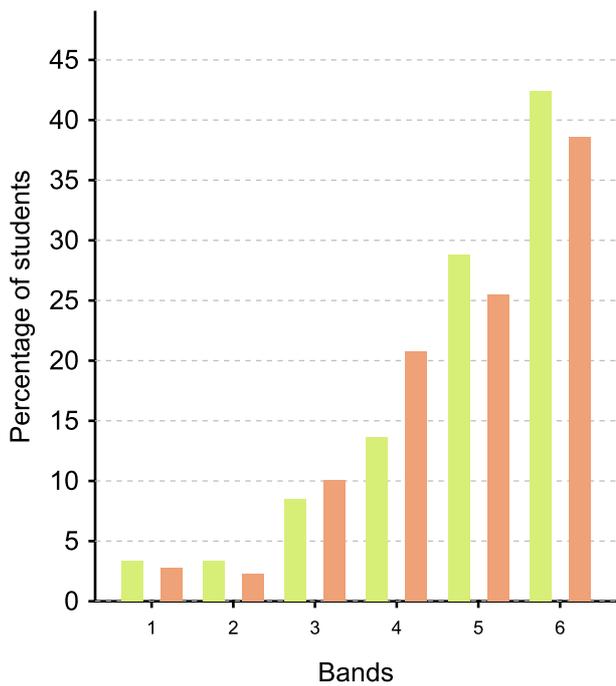
Percentage in bands:
Year 3 Reading



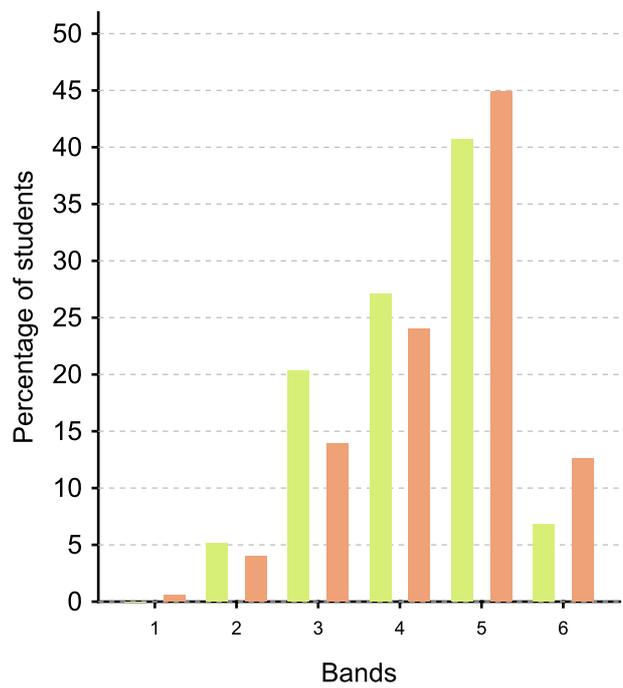
Percentage in bands:
Year 3 Spelling



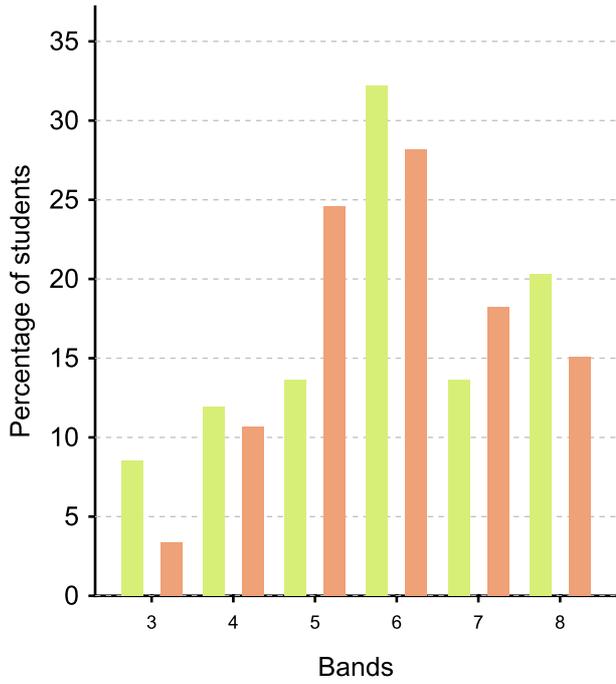
Percentage in bands:
Year 3 Grammar & Punctuation



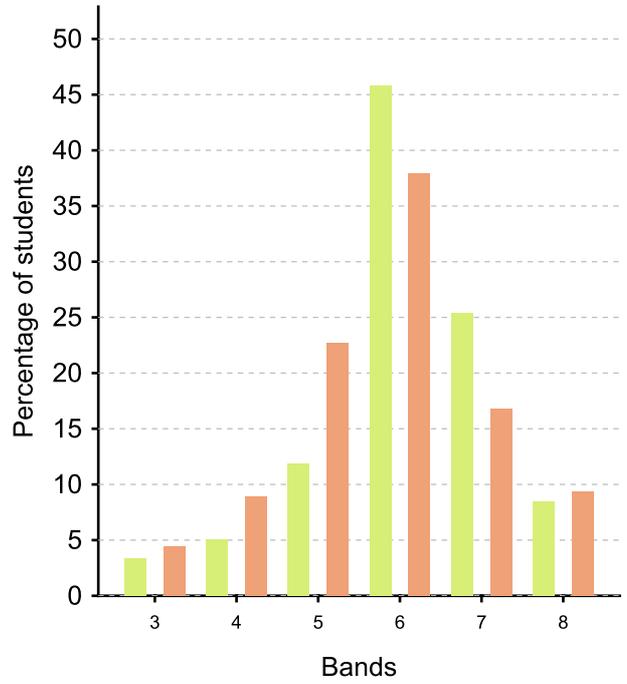
Percentage in bands:
Year 3 Writing



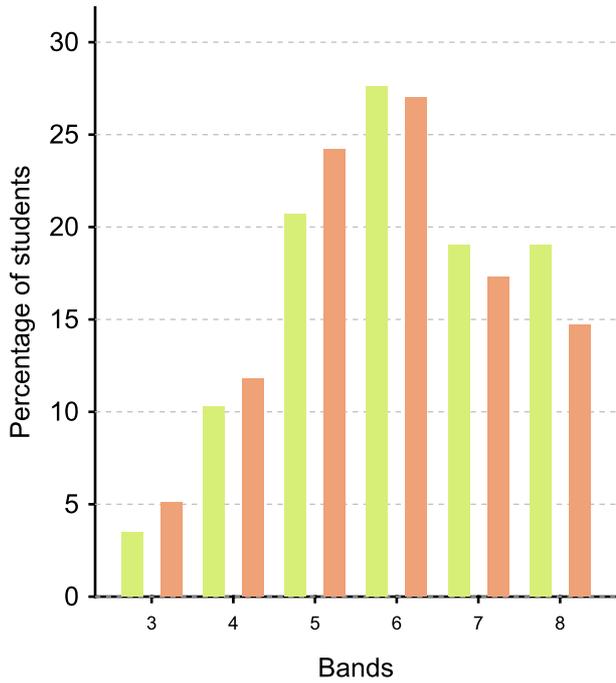
Percentage in bands:
Year 5 Grammar & Punctuation



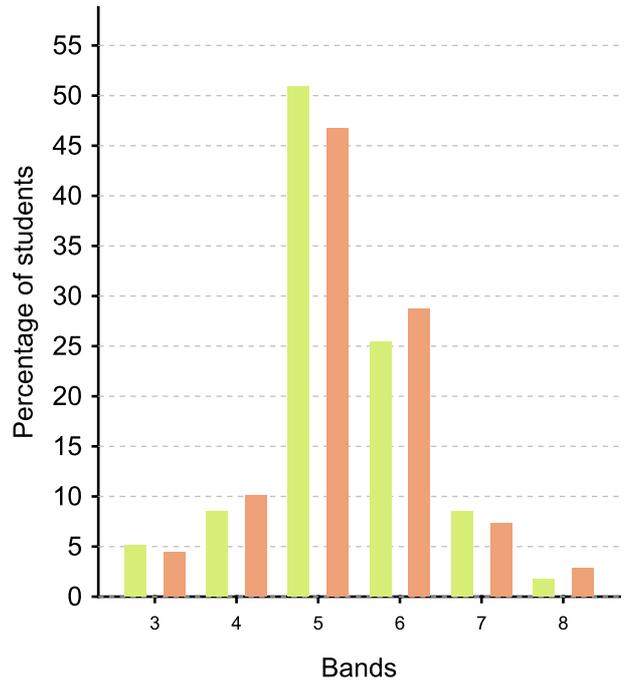
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

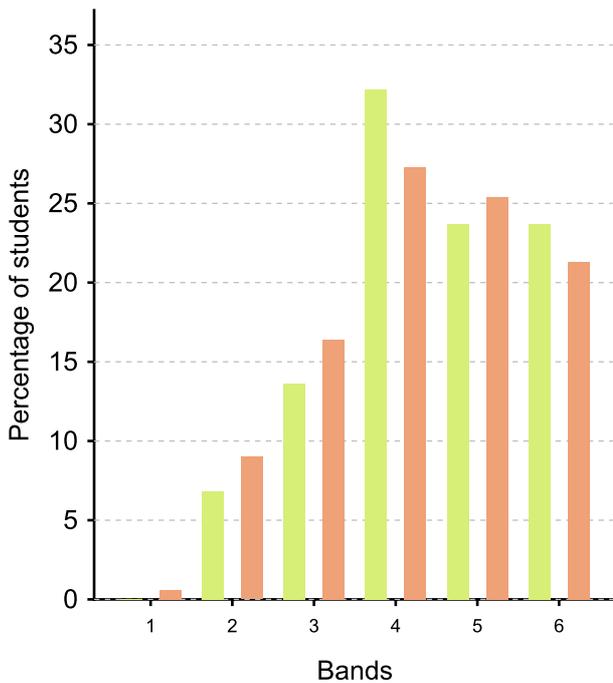


Percentage in bands:
Year 5 Writing

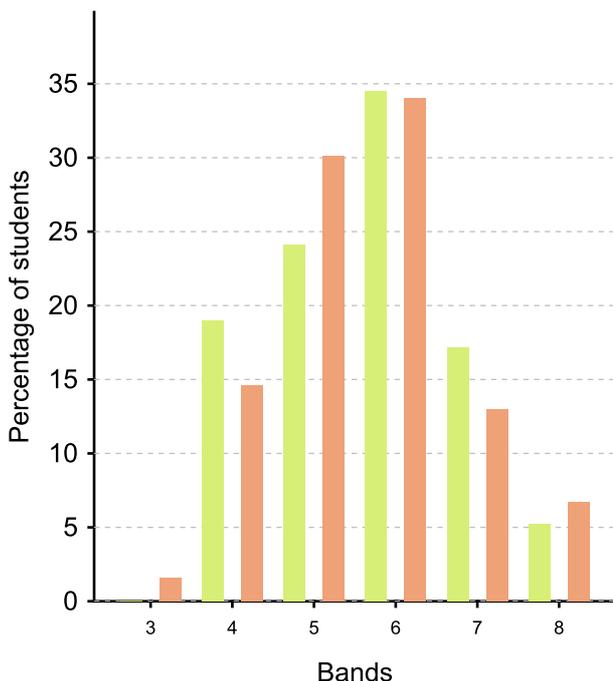


Parent/caregiver, student, teacher satisfaction

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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 2017 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 September of 2017. All parents were invited to complete the survey via messages in the school newsletter, an information letter and requests via the school Facebook page. 29 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, a high number of parents support learning at home and encourage their child to do well at school, that there is a high level of support for positive behaviour, and that they have many opportunities to be a part of the school planning and review of school policies. Parents have indicated that some parent activities are scheduled at times when they can not attend; however, they are always well informed of these school activities.

Summary of Student surveys

Students from Years Four to Six were asked to complete two surveys during March and September. 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: attitude towards homework and interest in and motivation to learn. Overall our students feel that they value school outcomes, have positive relationships, display positive behaviour and are valued by their peers and others at the school.

Summary of Staff surveys

Staff were asked to complete the survey during September 2017.

From the results in the teacher survey the following conclusions can be drawn: the teachers work collaboratively, that data informs their teaching practice, a range of teaching strategies are implemented, that students are well informed of their learning goals, students with specific learning needs are catered for and that they regularly communicate with parents.

Policy requirements

Aboriginal education

Minnamurra Public School has a strong commitment to establishing, building and strengthening relationships with Aboriginal peoples and communities through our Aboriginal Education Committee. The committee guides decision-making about Aboriginal education matters within our school and has identified key initiatives for 2018. These initiatives were identified through the *Aboriginal Education 25 Year Approach: The Way Forward Action Plan*.

Key initiatives include:

- Aboriginal cultural competence training and development for staff
- Aboriginal Peer Mentor Program that will include peer mentors from our local high school to support the social and emotional wellbeing of our Aboriginal students
- Embedding Aboriginal perspectives into whole school planning. Staff will plan for and include Aboriginal perspectives within K–6 lessons during collaborative planning days to ensure perspective is embedded into curriculum.

All initiatives are in consultation and ratified by our local AECG.

Multicultural and anti-racism education

Minnamurra Public School has four staff members trained as Anti-Racism Contact Officers (ARCOs). During 2017 there was no referrals to the appointed ARCO.

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.