

# Minmi Public School

## Annual Report



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## Introduction

The Annual Report for **2018** 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.

Ingrid Bellamy

Principal (Rel)

### School contact details

Minmi Public School

Woodford St

Minmi, 2287

[www.minmi-p.schools.nsw.edu.au](http://www.minmi-p.schools.nsw.edu.au)

[minmi-p.school@det.nsw.edu.au](mailto:minmi-p.school@det.nsw.edu.au)

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## School background

### School vision statement

Our students will have the skills to participate in their future world through the provision of opportunities for excellence within a supportive community.

### 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 being safe, respectful learners 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.

Strategic Direction 1 – Student Wellbeing and data driven practise underpins student success

Strategic Direction 2 – Identify, understand and implement evidence based teaching strategies to drive student improvement

Strategic Direction 3 – Develop and model effective leadership skills that build capacity and create a thriving school community.

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 2019 we will be refining our current policies, procedures, programs and processes to identify, address and monitor students learning needs.

Wellbeing

At Minmi Public School students, staff and the broader community understand the behaviours, attitudes and expectations that enhance well being 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 maintained a currency of knowledge about requirements to meet obligations under 'Keeping Them Safe'. In 2019 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.

## 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 2018 we continued to build capacity in staff around the Powerful Learning Accountable Teaching assessment tool in writing. In 2019 we will be working on enhancing our curriculum provision by participating in National Literacy Progressions in Writing 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 2019 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 we regularly achieve results at or above the national minimum standards. In 2019 we will be using data informed practise 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 their students in their class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively. In 2019 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 on Scout and Sentral builds teacher skills in the collection, 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 2019 we will be using the assessment instruments of PAT Testing and the National Literacy Progressions 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 to improve teaching and learning for particular student groups. In 2019 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 2019 to further develop our professional community.

### Learning and Development

At Minmi Public School teachers participate in professional learning targeted at school priorities and their professional needs. The school has processes in place for teachers' performance and development. In 2019 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 2019 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.

### Professional Standards

At Minmi Public School 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 2019 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 our community of schools, other educational providers and organisations to support the school's programs. In 2019 we will be working on implementing a leadership strategy in the school to promote succession planning, distributed leadership and organisational best practice. We will also continue to improve educational opportunities for students by building more productive relationships with external agencies such as universities, business, industry and community organisations.

### School Planning, Implementing and Reporting

The three year school plan has iterations focussed on achieving identified improvements. Staff, students, parents and the 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 2019, 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 2019, 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 practises aligned to the school plan. In 2019 we will be creating an organisational structure that enable 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

### LEARNING

#### Purpose

Student wellbeing and data driven practise underpins student success.

#### Overall summary of progress

The Minmi Public School Wellbeing Team continued to develop the Kids Matter Framework. The Kids Matter Framework is in the process of changing to the Be You Primary Program. Due to staff change over some new staff are not fully trained in the Kids Matter Modules but the school will review the Be You program and access staff training accordingly. The Be You program has been contacted and will work with the school in 2019.

All staff participated in the John Joseph – Learning with the brain in mind, professional learning and 100% of staff reported their knowledge and understanding of research based learning. Staff were able to transfer this learning to critically analyse the potential benefit of further professional learning undertaken throughout the year. 100% of staff were able to make connections between evidence based research and classroom practise particularly in relation to Explicit Instruction.

Sentral was identified as the whole school collection system for data. Further investigation was required as to the benefits and limitations of the system and both executive and technology staff explored professional learning options to increase knowledge, skills and understanding of Sentral data collection systems. A draft assessment schedule was developed collaboratively by all staff and it was found that further resourcing was needed. The draft assessment schedule was trialled and some limitations were found with Markbook within Sentral. It was found that further investigation was needed to ascertain alternative options.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An Increase in the sense of wellbeing of students, staff and parents each year.	Check in's by Exec Staff with staff, students and parents  Staff Meetings  Release for staff to support additional needs students/ classes  Additional release for mentoring for Beginning Teachers \$13, 786  P&C Meetings/ Membership  Parent Meetings/ Surveys  Tell Them From Me Surveys	Exec report that check in's with staff are generally positive. They feel the pressures of workload and deadlines but feel supported by the school and believe the school to have a positive culture.  Two beginning teachers supported to gain accreditation at Proficient and both teachers have gained temporary employment.  P&C Membership risen from 5 to 26  Increasing response numbers to parent surveys  Positive results in TTFM survey across the community.
An increase in the number of all students in the top two skill bands in Reading, Writing and Numeracy or above expected level in school based data over three years.	Release for NAPLAN Online coordinator to undertake preparation and supervise for trouble shooting first implementation of NAPLAN Online	Data analysis has been contextualised due to small cohorts and individualised progress is being mapped by teachers. Further data research support will be sought in 2019.  Results across all areas of NAPLAN indicate for 2018 Year 3 students performing in the top two bands of NAPLAN or above increased above state level.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of all students in the top two skill bands in Reading, Writing and Numeracy or above expected level in school based data over three years.		Results across almost all areas of NAPLAN indicate for 2018 Year 5 students performing in the top two bands of NAPLAN or above increased above state level. Writing continues to be an area for development.
All Students achieve expected growth as identified through Department of Education endorsed tools.	Program Development and implementation  Staff Meetings  Staff NAPLAN data Analysis	Data analysis has been contextualised due to small cohorts and individualised progress is being mapped by teachers. Further data research support will be sought in 2019.  Numeracy results indicated that 66.7 % of students at Minmi Public School achieved at or above expected growth which is higher than the State level.  Spelling results indicated 63.6% of students achieved at or above expected growth which was higher than state level.  Writing results indicated 58.3% of students achieved at or above expected growth which was almost equal to state level.

## Next Steps

All staff are continuing to develop wellbeing initiatives. Contact has been made with the Be You program to investigate how to move from Kids Matter to the new format. This will be developed further throughout 2019. After initial trial of Mindfulness programs staff will be surveyed to analyse the programs effectiveness and evaluate the potential of continuing the program. Similarly, staff will engage with research on the potential benefits of pets as therapy animals and initiate the classroom canines program with Delta Society if possible.

Contact has been made with the Leader of Scout School Engagement after interschool research conducted by executive staff. Staff will continue to develop whole school systems for data collection that will inform classroom programs to enhance student outcomes. Staff will continue to refine processes and procedures around assessment scheduling and data collection to enhance analysis and tracking of student data.



## Strategic Direction 2

### TEACHING

#### Purpose

To identify, understand and implement explicit, evidence-based teaching strategies to drive student improvement.

#### Overall summary of progress

Minmi Public School has been working towards a uniform programming format for the mathematics curriculum across the school. This format was to meet all Department of Education (DoE) and New South Wales Education Standards Authority (NESA) requirements. After initial collaborative investigation and construction some staff trialled the format and reported back to whole school teaching staff. The format was then trialled across all grades within the school in some strands of mathematics before being adopted in all stands of mathematics in all grades within the school by the end of the year.

Collaborative practise has been used in 2018 to develop and refine both a uniform mathematics programming format and draft assessment schedule. These will continue to be evaluated and refined throughout 2019 with a view to continuing to produce uniform programming formats in other KLA's. All staff participated in initial Explicit Instruction professional learning and have had an opportunity to critically reflect using our enhanced PMI chart to engage in professional discussion. Staff have shared how they intend to trial using engagement norms within classrooms but also indicated they felt further professional learning would be beneficial. This will become a priority in 2019. Some staff were able to trial some engagement norms in classrooms and feedback was shared with staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs demonstrate evidence based consistency in planning and assessment as per DoE and NESA guidelines.	Release for Executive mentoring and evaluation of teaching and learning programs within Beginning teacher support funds of \$13, 786	Uniform programming proforma produced, trialled and implemented across the school in mathematics.
All teachers evidence a growth in capacity to meet student needs.	Collaboration on program proforma and implementation across the school in mathematics	NAPLAN growth in Numeracy across Year 3 and Year 5 was strong, above state average.
All Students achieve expected growth as identified through Department of Education endorsed tools.	PDP process Programming collaboration	NAPLAN results indicate that students achieved growth across almost all areas was above state average.

#### Next Steps

Minmi Public School will continue to engage with Good to Great Schools to build capacity in all teachers in Explicit Instruction with a view to improved pedagogical practise across the school. With further staff movement a program of development will be planned for the 2019 school year. This will include teacher Professional learning on staff development days and also trial practise in classrooms with observations and development in feedback processes and procedures developed with Good to Great Schools. Executive staff will increase their knowledge and understanding through the in school coach role for Explicit Instruction.

Creating opportunities for collaborative practise is a challenge in a small school environment so the school will look at alternative and creative ways to facilitate these opportunities in 2019 so that staff are able to continue to create uniform program formats that will enhance the teaching and learning within the school across all KLA's by creating a school based program compliant with Department of Education and New South Wales Education Standards Authority requirements.



## Strategic Direction 3

### LEADING

#### Purpose

To develop and model effective leadership skills that build capacity and create a thriving school community.

#### Overall summary of progress

The focus for 2018 staff leadership was first to rebuild trust and foster positive relationships in a positive workspace. This began on staff development day term 1 where staff were offered the opportunity to fill a variety of leadership roles across the school or support leadership roles across the school. Team building opportunities were explored and the opportunity for professional discussion around school plan directions was facilitated to support staff 'buy in'. Staff trialled their leadership roles in their chosen areas and the school will work towards creating KLA leaders in 2019.

Positive relationships with parents, carers and the community were a focus in 2018 to repair discord from previous years of high staff turnover and fractious parent groups. School executive began the year ensuring parents, carers and the community an opportunity to be heard both informally and formally by introducing the TTFM survey. Brief parent surveys on a variety of school topics were circulated through out the year to continue to show value for parent voice.

The Minmi Public School P&C committed to maintaining a positive, productive and inclusive approach to all of their activities and a new broader P&C Executive engaged with the Principal to ensure the profile of the P&C was lifted and the number of members was increased. During 2018 the P&C while continuing to fundraise have been focussed on ensuring all policies, processes and requirements are completed and up to date. As well as gaining back their charity status. The P&C membership has increased from 5 to 26 and this larger group has provided a platform for the wider school community to engage in whole school community events and in activities related to the students learning. The process of making teacher professional learning visible through the school bulletin then inviting parents to learn more at a presentation before seeing the students work in open classrooms has allowed many parents and carers to engage directly with the curriculum outcomes their children are working towards.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff evidence the impact of their authentic instructional leadership roles.	Collaboration supported by identified leadership roles in KLA and school wide areas.	Staff have seen positive feedback from leading specific KLA areas eg Leadership around revitalisation of Swimming and Athletics Carnivals and revitalisation of beyond school participation in sport such as PSSA.
An increase in the number of community members actively engaged in the school each year.	P & C Membership Parent Helpers	P & C membership has risen from 5 to 26 which has enabled sub committees to be formed to create increased opportunities for parents to be involved in school events. Eg Working Bee 33 out of 58 families involved.  Staff report increased numbers of parents involved in supporting educational outcomes with in-classroom support  Increased numbers of parents involved in showcase and parent information session where developing teaching and learning was the focus from 5 to 13 families represented out of 58 families.
An increase in positive parent comments around parent engagement (TTFM) over the three years.	Tell Them From Me survey	Analysis of results indicated increased levels of parent engagement and positive feedback through TTFM and informal measures.

#### Next Steps

School Executive are focussed on supporting the P&C to continue to build their positive image and inclusive processes. They have set a goal to increase the membership further in 2019 and continue to review and revise processes and procedures. Opportunities to show appreciation for parents, carers, staff and the community will continue to be a priority to add to the growing positive culture across the school. Executive staff will continue to use the P&C platform to enhance the knowledge and understanding of teaching and learning at Minmi Public School across the whole school community. School Executive will revise elements of the school bulletin to include more information about teaching and learning within the school and engage parents on the broader picture of their child's education . In 2019 staff will explore the potential of short videos for parents to facilitate further engagement in whole school programs and pedagogy.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	63	60	57	64
Girls	53	49	45	47

At the beginning of the 2018 school year there was a drop in enrolment numbers which saw the possibility of Minmi Public School reducing the number of classes from 5 to 4. This drop in numbers was due to several families moving out of the area. The numbers were replaced before the end of term 1 and the 5th class was maintained. In zone enrolments are expected to increase due to development plans in the area but the time line is unpredictable at this time.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	97.5	94.8	95.8
1	95.7	95.8	94.4	93.8
2	93.4	96.5	97	94.7
3	95.7	95	93.9	96.5
4	94.4	96.3	94.2	93.1
5	96.2	95.7	95.7	92.2
6	98	96.9	93.3	93
All Years	95.1	96.3	94.6	94.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

- Attendance at Minmi Public School is generally above state average
- Introduction of the Sentral messaging system has

improved notifications of reasons for absence and reduces lateness in a small number of students who were habitually late to arrive at school.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	2.53
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*Full Time Equivalent

In 2018 the Teaching Principal role was filled in a Relieving Capacity. The Teaching Principal role was inclusive of the LaST and Library teaching allocations.

The Assistant Principal role was placed on review due to the drop in enrolment numbers and will be reviewed in 6 terms.

No staff identify as Aboriginal or Torres Strait Islander.

### 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

All teaching staff at Minmi Public School are accredited to Proficient. Two teachers completed their accreditation to proficient teacher status throughout 2018. All teachers will be working towards maintenance hours of registered training.

In 2018 a significant amount of Professional Learning was undertaken by Minmi Public School Staff. With research supporting teacher quality being one of the largest factors of student success, teacher professional learning was a major focus area for our school. Specific professional learning areas that were priorities for 2018

were Learning with the Brain in Mind, Explicit Instruction and Micro skills of Behaviour Management across the whole school teaching staff and the Performance and Development Plan process identified individualised, teacher centred professional learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	73,907
<b>Revenue</b>	1,155,558
Appropriation	1,095,313
Sale of Goods and Services	14,632
Grants and Contributions	44,505
Gain and Loss	0
Other Revenue	0
Investment Income	1,109
<b>Expenses</b>	-1,119,350
Recurrent Expenses	-1,119,350
Employee Related	-1,007,565
Operating Expenses	-111,785
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	36,208
<b>Balance Carried Forward</b>	110,115

At Minmi Public School the Principal and School Administrative Manager are the main stakeholders in whole school budget planning, monitoring and management. This Finance team meet weekly to monitor and review all expenditure in keeping with the strategic directions outlined in the school plan. Monies carried over from 2018 will provide for the effective implementation of new innovations in teaching and learning. Money has also been set aside for capital expenditure including upgrading playground infrastructure and technology resources. The Staff are kept informed of the financial progress of the school through the Principal. The SAM delivers a finance report to the School Council each term. Throughout 2018 significant budget adjustments were made to replace ongoing and prolonged sick leave cases from 2017. These have all now been rectified in the budget.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	780,565
Base Per Capita	19,724
Base Location	0
Other Base	760,841
<b>Equity Total</b>	50,044
Equity Aboriginal	3,059
Equity Socio economic	16,318
Equity Language	0
Equity Disability	30,667
<b>Targeted Total</b>	56,399
<b>Other Total</b>	21,072
<b>Grand Total</b>	908,080

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Small cohorts in NAPLAN have meant the data sets will

not be analysed in isolation but grouped over time to create cohorts large enough to look for more accurate trends.

Spelling results indicated students at Minmi Public School achieved at or above expected growth which was higher than state level.

Writing results indicated students at Minmi Public School achieved at or above expected growth which was almost equal to state level.

Reading and Grammar and Punctuation results indicated students at Minmi Public School achieved at or above expected growth lower than the state average.

Numeracy results indicated that students at Minmi Public School achieved at or above expected growth higher than the State level.

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.

One student at Minmi Public School participated in NAPLAN for the first time in Year 5 as an EAL/D student who has been in the country just over 12 months.

No students who participated in NAPLAN in 2018 identified as Aboriginal.

## Parent/caregiver, student, teacher satisfaction

In 2018 Minmi Public School sought the opinions of parents, students and teachers about the school through the Tell Them From Me survey to serve as a base line for collecting formalised data on student, teacher and parent/ caregiver satisfaction. Overall the results were very positive and results were communicated to the school community. Informally parent positive feedback on the 'feel' of the school has increased and staff have made reference to the positive school culture they believe exists.

The Minmi Public School P&C has increased its membership from 5 to 26 after a deliberate recruiting drive was successfully launched with P&C Executive and School staff committed to raising the engagement opportunities for parents and the community

Parent responses to events focussed on teaching and learning have increased and parent involvement in classrooms and at whole school events is at an all time high. Parent feedback is they feel there are a wider variety of ways they are able to interact with and support the school.

A relationship has been formed with the Elernmore Vale

Lions Club and they have become great supporters of the school with cooking BBQ's for school events and raising money for the school. The Lion's Club Executive have met regularly with the Principal to develop ideas on leadership programs both within Minmi Public School and across schools supported by the club. The school are now looking at opportunities to give back to the wider community through programs and events facilitated by the club.

Staff wellbeing has been a focus for school executive and a variety of activities and events have been actioned to ensure all staff are known, valued and cared for.

## Policy requirements

### Aboriginal education

Minmi Public School has 5 students who identified as being Aboriginal in 2018. 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. In 2018 the teacher previously leading Aboriginal Education in the school had moved on. All staff endeavoured to raise the profile of Aboriginal perspectives across all key learning areas. Executive staff attended the local Aboriginal Education Consultative Group to create relationships to further develop Aboriginal Education across the school. After meeting with our Aboriginal families further consultation with the AECG is required to enable students to make connections with their Aboriginal past. In the school context further consultation with the AECG is required to build the knowledge and understanding of all staff and students of the Aboriginal history of the local Minmi area. Aboriginal families and their students work in consultation with the Learning Support Team to ensure Personalised Learning Pathways are in place for all Aboriginal students in 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 2018, classes explored multiculturalism through units covering diversity and world issues like the refugee crisis.

Minmi Public School has continued to collect information on the cultural background of the students and teachers to further develop students understanding of how culturally diverse we are at our school. A program of signage around the school is celebrating the diversity of language we have has begun. The school has raised the profile of Harmony Day by holding a celebration where students participated in creating a variety of culturally diverse art and craft works.

As the cultural diversity grows within the school community the school continues to acknowledge and celebrate all cultures represented in the school.