

# Minnamurra Public School

## Annual Report



2018



4498

## Introduction

The Annual Report for **2018** 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.

Linda Wilbraham

Principal

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### Message from the Principal

I commenced as principal of Minnamurra Public School in Term 2 2018, following Mr Robert Haigh who excelled as the relieving principal before me. As the first female substantive principal in the school's history, I am humbled to take the reigns of this outstanding school and inspired by a school community committed to the very best for the students attending here.

The theme for Education Week in 2018 was *Today's schools – creating tomorrow's world* and at Minnamurra Public School there certainly was a focus on the future. The school embarked on the implementation of a new three-year school plan with a strong focus on high expectations in teaching and learning, underpinned by inclusive and positive wellbeing strategies. Connections with the wider school community continued to be valued and strengthened, with opportunities for collaboration and celebration provided throughout the year.

### Message from the school community

As president of the P&C, I look back on the past year and admire what our dedicated little team has achieved.

In 2018 we had a major financial outlay, contributing \$80,000 for the installation of air-conditioning throughout the school. These funds were the result of years of fundraising by the P&C. Our committee asks staff for guidance on prioritising spending of P&C funds and they identified air-conditioning as a key to helping students learn during both the hotter and colder months. The feedback from grateful staff and students has been overwhelmingly positive. The P&C also provided funds towards laptop computers for each class, which was the focus of our major fundraising event of the year, the Colour Run. Held for the second year, the Colour Run was again a huge hit with student, staff and parents and carers, and successfully reached our goal of raising \$10,000 for the laptops. In addition to the Colour Run we also held a school disco, Mother's and Father's day stalls, Family Fun Night, Christmas tree fundraiser and book stall. These events raise important funds, but also build connectedness within the school community.

This committee also continues to act as a conduit between the teachers and parents. The critical role enables staff to formally ratify policies with parental input, but also informally provides a two-way flow of information and feedback between school and home. This creates cohesion and support for school initiatives, and is one of the less recognised, but most important functions of the P&C.

Thanks to everyone who serves on this committee, who contributes either through coming to meetings or helping out with events or uniforms. Thanks especially to those on the executive who go the extra effort to ensure our committee is effective and efficient in supporting Minnamurra PS to be the best possible learning environment.

Kirrily Martin



## School background

### School vision statement

Minnamurra Public School fosters a culture of high expectations for all. Our school community works together to nurture self-motivated, confident and creative individuals.

### School context

Minnamurra Public School sits in a beautiful coastal environment near the Minnamurra River. Our school motto is "Learning to Live, Learning to care" depicts the ethos that students develop skills to make them effective participants in society. We encourage our students to be responsible, be respectful and be their best. The school, which has an Indigenous population of 4%, meets the community's high expectations through quality learning programs delivered by experienced and committed staff. We provide regular opportunities for students to develop and demonstrate their talents and interests in all areas. Differentiated learning occurs in our mainstream classes throughout the school to cater for the individual learning needs of our students. Programs are adapted and needs based so that all students have every opportunity to participate in all aspects of school life. Our Indigenous Education Team ensures cultural aspects are part of our learning programs and is committed to a strong allegiance with our community and the local AECG. Our pleasant and accessible outdoor play areas promote active lifestyles and healthy mindsets. We are closely aligned to the Kiama Community of schools.

## 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.

#### Learning:

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning. The school is excelling in transitions and continuity of learning, engaging in strong collaborations between parents, students and the community to support this process. Attendance at the school is positive and improvements to school processes have been identified to ensure policy requirements are met.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school, with leadership from the Positive Behaviour for Learning team.

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. Teaching and learning programs describe what all students are expected to know, understand and do, and are differentiated to meet the needs of individual students. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning. Parents/carers are provided with information on the learning progress of their children, including reports and parent/teacher interviews.

#### Teaching:

The school is committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. 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. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

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. Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes and stages, including negotiated collegial observations.

### **Leading:**

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build an effective team of leaders. The school regularly solicits and addresses feedback on school performance from students, staff and parents, including surveys such as Tell Them From Me. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Clear processes, with accompanying timelines and milestones are embedded to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

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 makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident.

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

### Effective Teaching and Learning

#### Purpose

To apply evidence-based teaching practices to promote high quality learning environments that improve student outcomes and meet the needs of all learners.

#### Overall summary of progress

##### Numeracy

- A mathematical resource/tool A Learning Place, A Teaching Place was purchased to support syllabus implementation and quality maths lessons K–6. This resource offered an extensive scope and sequence to support teachers in planning deep relational understanding for their students through quality maths lessons. Teacher subscriptions and logins were given to staff prior to collaborative planning days.
- Goal setting for teachers PDPs were written by staff incorporating a whole school goal of the implementation of the new maths program. Example of a goal: By the end of Term 4, I will use the syllabus to plan effective maths programs using engaging resources in order to improve the student's maths skills, knowledge and understandings.
- Teachers participated in an afternoon professional learning workshop on the new program – A Learning Place, A Teaching Place with a focus on relational understanding.
- The term 2 Staff Development Day teachers participated in a professional learning workshop on the new program – A Learning Place, A Teaching Place. This included the need for obtaining baseline data in Years 1 to 6. Place value was chosen and the SENA was utilised across the school to gain this information. Teachers were given SENA kits and shown how to implement the SENA. Staff were supported in gathering this data by the LaST and Intervention Teacher.
- Short, focused, frequent maths lessons were implemented across Stage 1 based on PLAN data to cater for students below stage expectations in number.
- Creation of the maths enrichment class taught each Tuesday afternoon to students in Years 4–6 based on PLAN, NAPLAN and internal data. Ten students formed this group.
- Executive staff attended training in the progressions. for implementation of the progressions at MPS in 2019.
- The Tell Them From Me teacher survey was completed by 21 staff members for teachers to share there experiences with using the resources A Learning Place, A Teaching Place.
- Mathematics Stage 2 and 3 Diagnostic Tasks were used by teachers to generate a snapshot of student learning aligned to syllabus expectations at Stage 2 and 3. This information assisted teachers in tailoring teaching and learning experiences to more effectively meet students' needs.
- Evidence of impact staff meeting to show student growth using PLAN data, results from the Tell Them From Me teacher survey, handover of 2018 SENA and where to next for mathematics in 2019.

##### Literacy

- All staff K–2 participated in the L3 professional learning program. 3 teachers participated in Stage 1 new training, 2 teachers participated in Kinder OLP training, 2 teachers participated in Stage 1 OPL training, 1 teacher participated in Kinder OPLA and 1 teacher participated in Stage 1 OPLA training.
- PM Reader App was installed on all i-pads to assist children with familiar reads and offer larger text to vision impaired students.
- Professional Learning on the value of rich texts to support writing was implemented. This led to the purchase of read and wonder books to support teachers with quality talk around texts, detailed planning (unassisted by proformas) and quality writing. These texts were also purchased to support different writing purposes (to entertain, to inform, to persuade) and for different audiences. Teachers will begin using texts in 2019 once available from the library.
- Reading resources for the implementation of Focus on Reading years 3–6 were purchased and reorganised to allow easy accessible resources for the teaching of literacy to our 3 to 6 students.
- K–2 reading levels and PLAN data (reading texts, comprehension, writing) collected and sent to L3 trainers every 5 weeks. PLAN data K–2 updated every 5 weeks.
- Writing session using CTJ and the literacy continuum were utilised to group our students writing, plan for writing instruction and look at our reading/comprehension levels in relation to writing.
- L3 Trainers came and worked with K–2 staff on the new word work instruction for students on levels 1–5.

##### Assessment

- Staff were provided with professional learning on the importance of children developing learning habits to equip them for 21st Century Learning. Quick wins were provided for staff to trial in their classroom, as well as to think

about how best to explicitly teach learning habits along side skill development.

- Staff were provided with professional learning on the depositions and habits that are integral to the HOW2Learn program. The main idea behind this session was for staff and students to have a common language across the school when talking about their learning. Participant deliverables ensured that staff were committed to change via trialling at least two activities involving the habits. They then needed to show evidence of change through either relevant work samples, photos or resources.
- Staff explored key messages from John Hattie's meta-analysis of influences on student achievement. They developed an understanding of effect sizes and the importance of adopting evidenced-based practices. Staff were asked to consider the differences between experienced and expert teachers and the effect it has on student growth. As part of their deliverables, staff were asked to choose one of the practices that accelerate learning through building clarity and implementing it into their lesson.
- Staff were provided with professional learning on developing an understanding of how different parts of the brain work to support learning and memory. Staff were provided with opportunities to become familiar with HOW2Learn's 'A, B, C, D and E Framework' which overviews some variables that maximise the long-term storage and retrieval of information in the brain. In addition, staff were shown how they could apply the key variables considered in the framework into lessons in classrooms.
- Staff were in-serviced on how to develop a deeper understanding of why the twenty Habits are important and how they work together in an integrated way. Staff were provided with an explicit demonstration on how they could teach these habits alongside a rich and varied curriculum. Staff were provided with an example of an explicit lesson on how to use split screen teaching and learning, to build their capacity to move beyond knowing about the habits to practical classroom implementation.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase percentage of students achieving proficiency (top two NAPLAN bands) in Literacy.	\$3 610.00 \$300 \$1000	<ul style="list-style-type: none"> <li>– Purchase of A Learning Place, A Teaching Place resources to support the implementation of quality maths lessons</li> <li>– SENA assessment kits utilised for ongoing assessment</li> <li>– Staff development in quality maths lessons</li> <li>– Training in the Progressions</li> <li>– Place Value evidence of impact presented to staff</li> </ul>
Increase percentage of students achieving proficiency (top two NAPLAN bands) in Numeracy.	\$1 800.00 \$17 800.00 \$300.00 \$500.00 \$3000.00 \$4 200.00	<ul style="list-style-type: none"> <li>– Literacy resources purchased for years 3–6</li> <li>– L3 training for all K–2 staff</li> <li>– PM Reader App purchased and installed on all i-pads</li> <li>– Quality Texts purchased to support reading to, writing and comprehension</li> <li>– Focus on Reading training attended and resources purchased</li> <li>– K–2 Literacy Resources purchased to support reading and writing including butterfly resources, magnetic letters, mini whiteboards and easers</li> </ul>
All teachers utilising quality formative assessment practices to drive teaching and learning programs and improve student outcomes.		HOW2Learn training for all staff



## Next Steps

### Numeracy

- Implementation of quality maths lessons through utilisation of the maths syllabus and resource A Learning Place, A Teaching Place
- Increase teacher understanding of the Learning Progressions and in more detail Quantifying Number
- PLAN2 training and trail entering data on PLAN2 as a tool that supports the Learning Progressions
- Purchase of quality maths resources to support differentiation across the school
- Staff participation in Collaborative Planning Days to build teacher professional learning in numeracy

### Literacy

- Literacy Leadership Team to engage in the Wollongong Literacy Leadership Master Class
- All K–2 staff continue ongoing professional learning in L3
- Staff participation in Collaborative Planning Days to build teacher professional learning in numeracy
- Implementation of the K–6 Spelling Sound Waves program
- Purchase quality Literacy resources K–6 including new guided readers and quality rich texts

### Assessment

- Staff participation in Visible Learning professional learning
- Commencement of enrichment classes for Literacy and numeracy



## Strategic Direction 2

### Inclusive Wellbeing

#### Purpose

A planned approach to develop whole school strategies and procedures that support the wellbeing of all, so that students can connect, succeed, thrive and learn.

#### Overall summary of progress

- The Postive Behaviour for Learning (PBL) team was strengthened with the addition of teachers from most Stages, parent members and members of the executive team including the principal.
- PBL signage continued to be introduced to a range of settings throughout the school and was explicitly taught.
- At each fortnightly assembly whole school PBL lessons are taught to ensure improved behaviour.
- Behaviour slips were updated to reflect our school vision and Department of Education tools and systems (ebs: on track).
- A behaviour flowchart was developed in consultation with all staff designed to ensure a shared language and procedures were implemented throughout the school.
- A wellbeing plan was developed and key targets for improvement were identified. A student Riding to School policy was developed.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of evidence-informed wellbeing strategies to identify and address needs of students and staff.	• \$3000	<ul style="list-style-type: none"><li>• 2 teachers attended PBL coach training. This developed the capacity of the in school trainers to implement PBL strategies at Minnamurra Pabic School.</li><li>• Consistent PBL meetings ensure a continued focus on improvement.</li><li>• Internal school data is presented twice per term at PBL meetings to identify areas of need for behaviour and wellbeing at MPS. Plans for whole school lessons and initiatives for targets are then planned and developed.</li><li>• Tell Them from Me data indicates that 87% of teachers have the opportunity to work with the leadership team to create a safe and orderly school environment through implementation of PBL.</li></ul>
All students and teachers to be consistently implementing PBL strategies.	• \$1000	<ul style="list-style-type: none"><li>• School signage was purchased and displayed throughout the school to ensure a common language is used and visible.</li><li>• Internal data showed a decrease in students attending the re-teach room throughout the year.</li><li>• 100% of teachers at MPS understand and use the school core values.</li><li>• 100% of students take part in whole school reward days each term.</li></ul>
Increased measures of student engagement and teacher satisfaction.	• \$1200 • \$500	<ul style="list-style-type: none"><li>• Whole school reward days planned and implemented with 100% of students taking part.</li><li>• External coach from Kiama High School surveyed staff and students and found increased student engagement and satisfaction with PBL.</li><li>• School wide surveys demonstrated that the majority of our school community have a good understanding of our shared school values and behaviour expectations.</li><li>• All staff can articulate the school rules.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased measures of student engagement and teacher satisfaction.		<ul style="list-style-type: none"><li>• PBL is discussed as a whole staff on a weekly basis with opportunities for feedback and questions available.</li><li>• Tell Them from Me survey data indicates that 88% of teachers have opportunities to discuss strategies to improve student engagement and wellbeing</li></ul>

## Next Steps

- Wellbeing policies and procedures will continue to be established at MPS including attendance, uniform and student leadership policies and procedures.
- Teachers will be taking part in the Flourish for Teachers program which is designed to keep individuals well, assist to optimise wellbeing, and increase the likelihood that individuals will seek professional assistance if there is a need.
- PBL expectations, routines and procedures will be moved into the classroom setting and whole school PBL lessons will be established to ensure a consistent approach across the school.



## Strategic Direction 3

### Purposeful Connections

#### Purpose

To ensure collegial partnerships with our school community that are proactive, supported and informed to the highest of standards. Expertly integrated technology, environmental sustainability and Aboriginal education programs will maximise student opportunities to succeed personally and academically in a dynamic world.

#### Overall summary of progress

##### Technology

- A whole school teaching technology scope and sequence was written in 2017. This scope and sequence specified which technology skills should be taught and reviewed each year. At the beginning of 2018, teachers reviewed the completed scope and sequence and provided feedback. Changes were made according to the teacher feedback.
- The interactive whiteboards in all classrooms were replaced with Hisense 65 inch UHD Smart LED LCD Televisions. A whole school subscription to Reflector was also purchased, this allows teacher and student devices to be mirrored on the new televisions.
- The P&C continued to financially support the hiring of a specialised computer technician to help maintain and upgrade the technology at our school.
- Bring Your Own Device (BYOD) was once again implemented in all Stage 2 and Stage 3 classrooms. Students and parents read and signed the schools' BYOD policy and agreement before personal devices were allowed to be used in classrooms. Teachers published class stories in the schools' newsletter to show parents how BYOD was being used in their classrooms.
- Having BYOD in Stage 2 and Stage 3 classes allowed Early Stage 1 and Stage 1 classes to have priority use of the schools' iPads. The iPads were used in all Early Stage 1 and Stage 1 classes during Literacy Groups. Headphones were purchased so the iPads could be used effectively during Literacy Groups.
- All Stage 2 and Stage 3 classes completed a Digital Licence course through the Alannah and Madeline Foundation. This course taught students about online safety.
- After surveying staff on the use of Notebook software to make interactive teaching resources it was decided to renew the schools' Notebook licence for 2019.

##### Communication

- Following parent/teacher consultation afternoons and the analysis of the Tell Them From Me Survey answers Parent/Teacher communication methods has been identified as an area for improvement.
- At the beginning of the year teachers participated in a staff information session and discussion about the available platforms for parent/teacher communication.
- The P&C was consulted, they did not have a preferred method for communication; however, they reiterated the importance of having a consistent whole school approach to make communication with teachers more streamlined and easier.
- Teachers decided to trial some methods of communication in 2018 with the aim of identifying and implementing a preferred and more consistent method in 2019.

##### Sustainability

- Two teachers attended Kiama Community of Schools (KCoS) sustainability meetings. During these meetings a KCoS sustainability plan was written. This plan provides an action plan for implementing sustainability practices consistently across the Kiama Community schools.
- A waste audit day was held in August. Students sorted the rubbish from our bins into recycling, composting, soft plastics and landfill piles. This waste audit highlighted and illustrated to students the amount of waste that can be saved from landfill by implementing recycling and composting practices at our school.
- FOGO bins were attached to all landfill bins in the COLA and stage eating areas. Students were explicitly taught how to use these.
- Waste free lunch boxes were advertised through an E-News alert so parents could consider purchasing bento style lunch boxes for 2019.
- The P&C purchased coloured bins so that bin pods can be introduced in 2019. The P&C also purchased claws to be used for sorting rubbish from the bin pod bins when necessary.

##### Aboriginal Education

- Teachers worked collaboratively with parents, carers and students to write Personal Learning Pathway (PLP) plans. These PLPs set numeracy and Literacy learning goals for students as well as personal learning goals



identified by students.

- Minnamurra staff attended Aboriginal Education Consultative Group (AECG) meetings throughout the year.
- All Minnamurra students participated in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week celebrations.
- Aboriginal and Torres Strait Islander (ATSI) students participated in the Kiama Sorry Day event on 25 May.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs show evidence of the integration of technology to enhance student learning.	1) Hisense Televisions: \$19,090.95 2) Reflector subscription: \$603.95 3) Two casual teacher days: \$516 x 2 = \$1032 4) Headphones: \$561.77 5) Notebook software licence: \$4500	1) All interactive whiteboards replaced by Hisense 65 inch UHD Smart LED LCD televisions. 2) Reflector subscription purchased so teachers and students can mirror their devices to the new televisions. 3) A casual teacher day was funded so the technology leader could update and maintain the schools' computers. 4) Headphones were purchased for all early Stage 1 and Stage 1 classes so the schools' iPads can be used effectively during morning Literacy Groups. 5) A Notebook software licence was purchased for 2019.
Demonstration of increased community satisfaction with home/school communication.		1) Teachers participated in a staff information session and discussion about the available platforms for parent/teacher communication. 2) The P&C was consulted, they did not have a preferred method for communication; however, they reiterated the importance of having a consistent while school approach to make communication with teachers more streamlined and easier. 3) Teachers trialled SeeSaw, Class Dojo and Facebook as methods for communication between parents and teachers.
100% of students and staff participating in environmental sustainability practices in our school to reduce the amount of waste going to landfill.	1) Casual teacher day: \$516	1) A casual teacher day was funded so the sustainability leader could work on sustainability at Minnamurra PS 2) A waste audit day was held. This waste audit highlighted and illustrated to students the amount of waste that can be saved from landfill by implementing recycling and composting practices at our school. 3) FOGO bins were introduced and students were given explicit lessons on how to use these correctly. 4) A flyer advertising the sustainability benefits of bento style lunch boxes was emailed to parents so they could consider purchasing these for 2019.
Increased involvement by staff and students in Aboriginal cultural events.	1) Two casual teacher days: \$516 x 2 = \$1032	1) Teachers were released off class so they could meet with students and parents to write PLPs and identify learning goals for the year. 2) Minnamurra staff attended Aboriginal Education Consultative Group (AECG) meetings throughout the year.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased involvement by staff and students in Aboriginal cultural events.		3) All Minnamurra students participated in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week celebrations.  4) Aboriginal and Torres Strait Islander (ATSI) students participated in the Kiama Sorry Day event on 25 May.

## Next Steps

### Technology

- Continue to employ a specialised computer technician to help maintain and update the schools' technology.
- Fund computer coordinator days so the school's technology leader can maintain the schools' laptops and iPads, fix teacher laptop issues as they arise, order required technology hardware and maintain the school's website.
- Implement BYOD in all Stage 2 and Stage 3 classes.
- Purchase more laptops and laptop transport trolleys so laptops can be used in classrooms. Our aim is to have two sets of thirty laptops on specialised laptop charging trolleys for easy charging, transport and added security.
- Purchase more iPads to increase the schools' iPad numbers to 65 iPads, replace broken/outdated iPads, and replace all iPad covers.
- Continue to purchase educational iPad applications (apps) and renew the school's subscription to ZULU so the iPads can be easily updated and apps can be easily installed.
- Support the purchase of resources to be used in the school's STEM lab.
- Renew the school's subscription to Notebook if teachers would like to continue using this resource to make interactive teaching resources.

### Communication

- Survey staff on the preferred method for communicating with parents based on the trials in 2018 and decide on a method for all teachers to use in 2019.
- Hold a meet the teacher afternoon so teachers can have an informal opportunity to meet their child's teacher for 2019.
- Update the semester one and two school reports to reflect the 2018 NSW Education Department's reporting to parents policy.
- Write a draft communicating with parents policy and present to the P&C for consultation.
- Survey parents on their satisfaction with the changes made to the methods used for communicating with parents.

### Sustainability

- Fund casual teacher days so the sustainability leader can have time to implement the schools sustainability plan.
- Set up bin pods in the COLA and in the stage eating areas to include red landfill bins, yellow co-mingled recycling bins and large green FOGO bins.
- Organise large green FOGO bins from Cleanaway as the schools garden can not utilise all the composting produced.
- Organise for Cleanaway to start collecting the large yellow co-mingled recycling bin.
- Train year 6 environmental leaders to help with the emptying of the co-mingled recycling bins and green FOGO bins.
- A whole school goal will be to replace the large landfill bins with smaller red landfill bins once the waste going into the landfill bins has been substantially reduced.

### Aboriginal Education

- Hold an informal afternoon tea for ATSI families to meet with teachers and discuss PLP goals for 2019.
- Use Aboriginal Education funds to support students as needed.
- ATSI students and teachers to work together to plan and build a bush tucker garden. Students and teachers to work together to maintain the garden throughout the year.
- All students to participate in NAIDIC week celebrations.
- Students to participate in Kiama Sorry Day events.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$11,367	See Strategic Direction 3.
<b>English language proficiency</b>	\$646	contribute to employing SLSO
<b>Low level adjustment for disability</b>	\$104,807	\$72,879 used to employ LAST  \$31,927 flexible funding used to top-up LAST allocation to 0.8FTE and employ SLSOs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$70,693	Release APs to lead Strategic Directions.
<b>Socio-economic background</b>	\$23,327	employ SLSOs
<b>Support for beginning teachers</b>	\$13,786	Release for mentor teacher one hour per week.  Additional release for Beginning Teacher (2 hours per week)  Professional Learning for Beginning Teacher including L3 training.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	216	204	201	206
Girls	209	204	204	202

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.3	96.2	95.6	94.6
1	91.7	95.6	93.7	94
2	92.6	92.9	96.2	95.3
3	94.5	94.9	92.7	93.9
4	91.5	95.1	93.6	93
5	94.2	92.8	92.8	93
6	92.7	93.4	92.4	91.8
All Years	93.1	94.4	93.8	93.6
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 rates at Minnamurra Public School continue to remain steady in 2018 at 93.6%. This is in line with other NSW Department of Education schools.

Teachers log attendance and non-attendance daily using ebs: on track electronic database. Parents are telephoned if the student has been absent for two days or where there appears to be a pattern of absences. If non-attendance remains unexplained by parents and carers after 3 days, a note is generated at the school office and sent home asking for an explanation.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.24

\*Full Time Equivalent

No staff members identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning undertaken by staff throughout 2018 has been aligned to the School Plan's Strategic Directions, goals identified by staff through the PDP process and mandatory DoE requirements. Professional Learning has related to syllabus implementation with particular emphasis on literacy and numeracy. In numeracy, staff were introduced to A Learning Place, A Teaching Place as a resource to support effective implementation of the mathematics syllabus. In literacy, K–2 staff continued training in L3. All teaching staff participated in HOW2Learn and Positive Behaviour for Learning training. There was also professional learning provided for all teaching staff on the analysis and use of data, including SCOUT Training. Professional Learning was carried out through staff & Stage meetings, conferences and external courses.

All teachers are participating in the accreditation process with professional learning hours being an essential requirement for maintaining 'proficient' status. Three beginning teachers also moved through the accreditation process from provisional to proficient status.



# 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>	185,571
<b>Revenue</b>	3,583,223
Appropriation	3,337,358
Sale of Goods and Services	6,707
Grants and Contributions	237,767
Gain and Loss	0
Other Revenue	100
Investment Income	1,291
<b>Expenses</b>	-3,249,758
Recurrent Expenses	-3,249,758
Employee Related	-2,944,167
Operating Expenses	-305,591
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	333,466
<b>Balance Carried Forward</b>	519,037

The school finance team, consisting of the SAM, the principal and an assistant principal, meet regularly to plan and review school budgets. The focus of the finance team is to align the financial resources of the school to the current school plan. The team participates in ongoing professional learning to continue to develop skills in DoE financial systems including using the Enterprise Financial Planning Tool (eFPT) and interpreting SAP reports.

Balances carried forward have fluctuated since 2014 when the school implemented Learning and Management Business Reform (LMBR). With recent improvement in school finance reporting tools, it is anticipated that future balances carried forward will be less than in 2018 and remain quite steady.

## 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>	2,709,652
Base Per Capita	78,315
Base Location	3,617
Other Base	2,627,721
<b>Equity Total</b>	140,146
Equity Aboriginal	11,367
Equity Socio economic	23,327
Equity Language	646
Equity Disability	104,807
<b>Targeted Total</b>	259,785
<b>Other Total</b>	116,611
<b>Grand Total</b>	3,226,194

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.

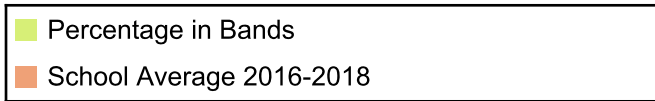
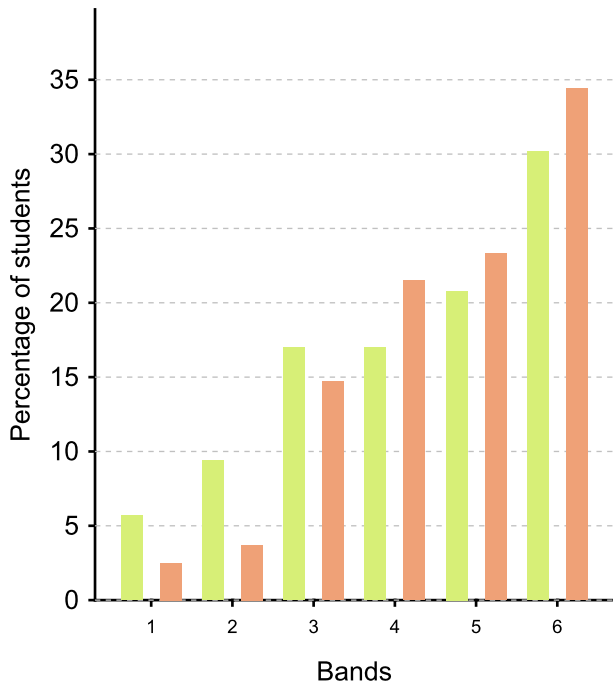
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

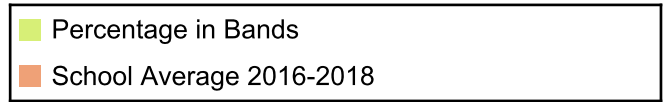
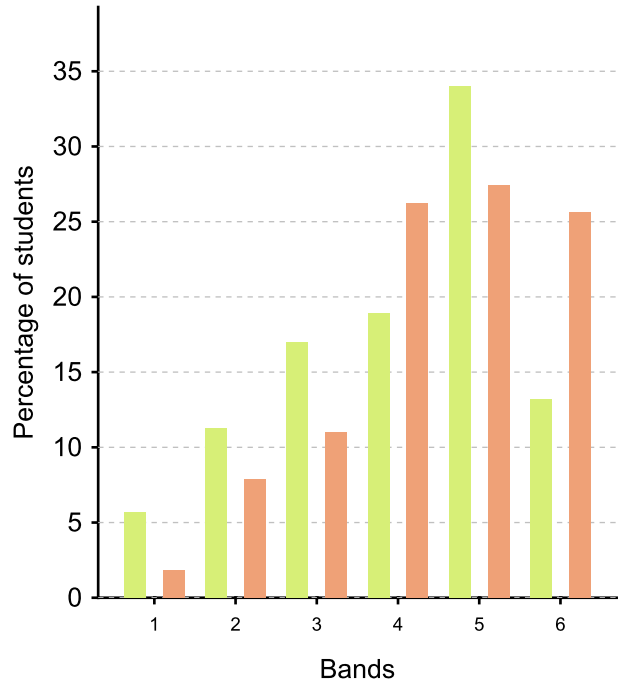
In reading, 50% of students achieved a result in the top

2 bands and 25% of Year 5 students achieved a result in the top two bands. 62% of students achieved expected growth in reading from Year 3 to Year 5.

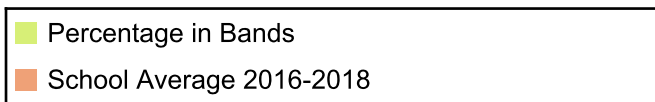
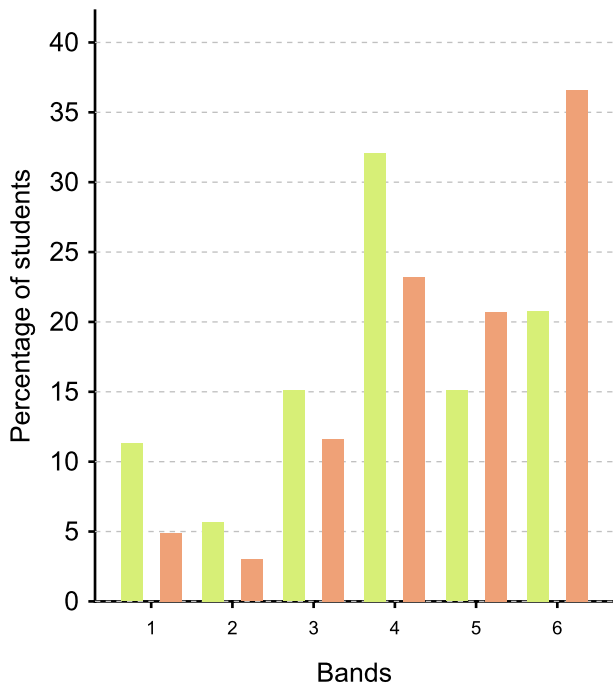
**Percentage in bands:**  
Year 3 Reading



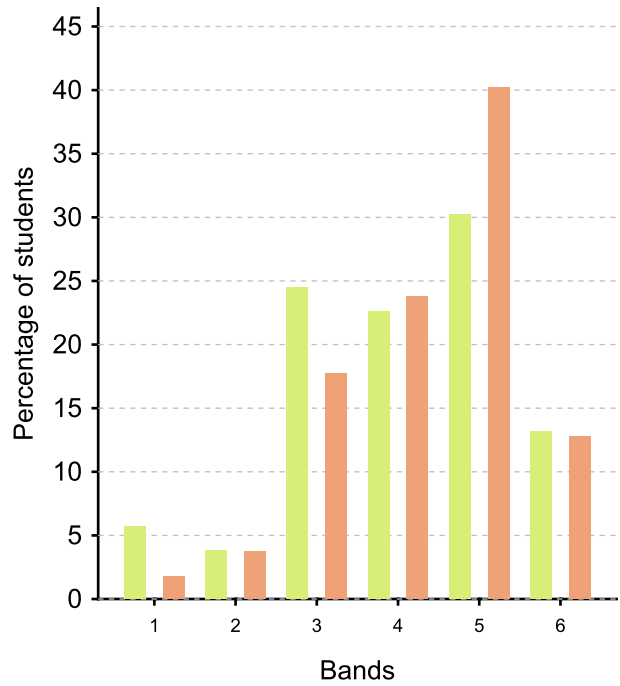
**Percentage in bands:**  
Year 3 Spelling



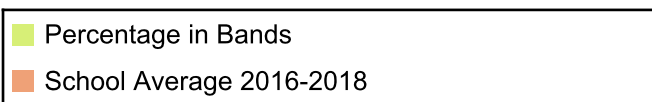
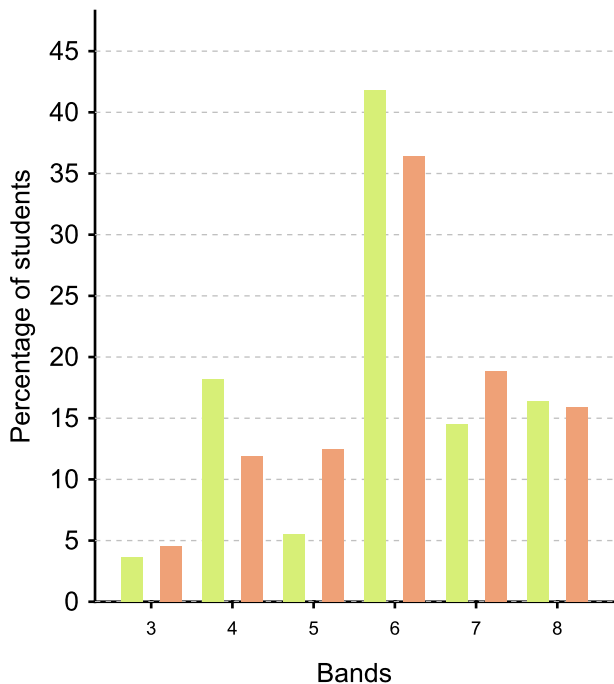
**Percentage in bands:**  
Year 3 Grammar & Punctuation



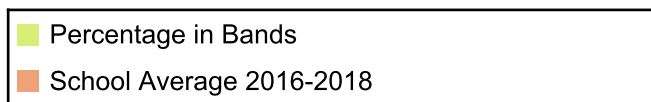
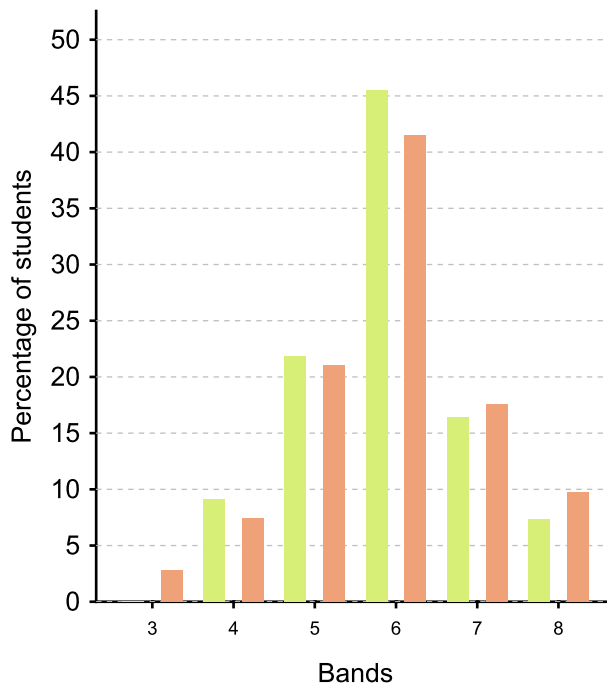
**Percentage in bands:**  
Year 3 Writing



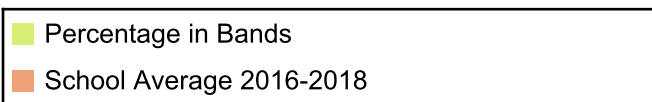
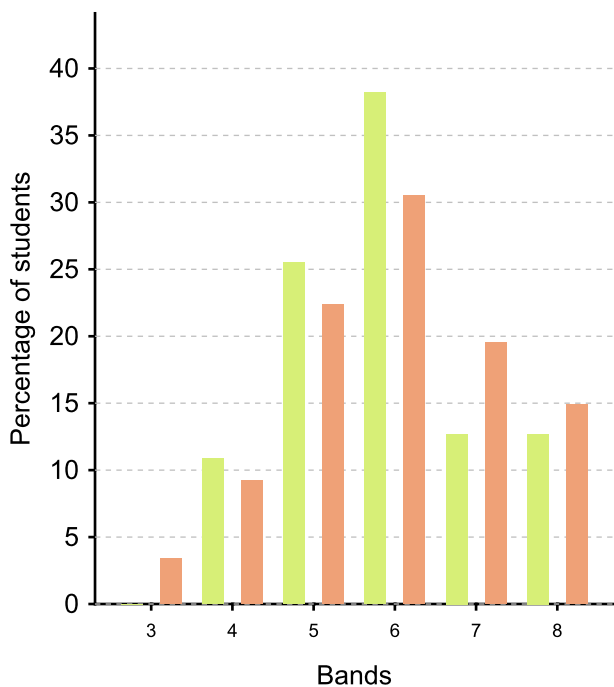
**Percentage in bands:**  
Year 5 Grammar & Punctuation



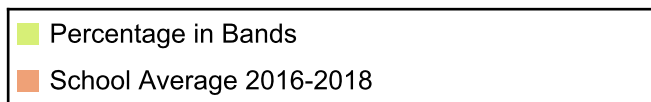
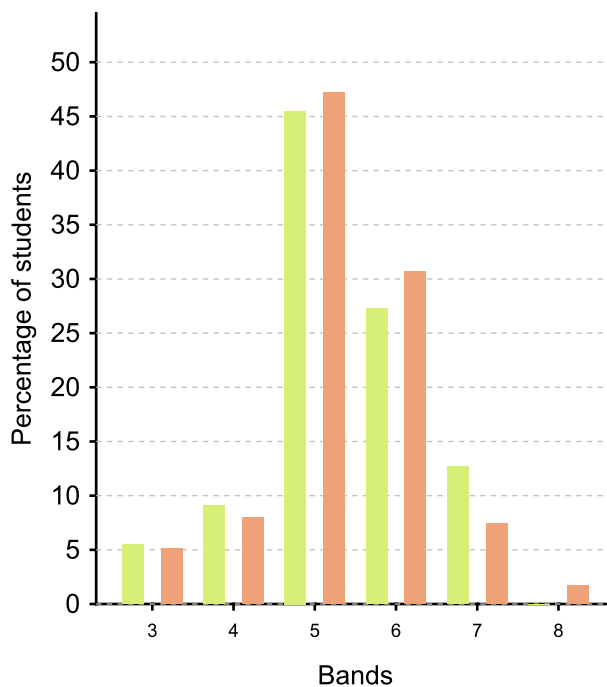
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



In numeracy, 30% of students in Year 3 achieved a result in the top two bands and 33% of Year 5 students also achieved this. 38% of students made expected growth in numeracy from Year 3 to Year 5

## Parent/caregiver, student, teacher satisfaction

In 2018 the school participated in Tell Them From Me Surveys for staff, students and parents. Staff also participated in the People Matter Survey.

Students in Years 4, 5 and 6 participated in the Tell Them From Me Student Survey. Most (82%) indicated that they have friends at school they can trust and who encourage them to make positive choices. 82% of the respondents indicated that they do not get in trouble at school for disruptive or inappropriate behaviour. The majority of students (85%) gave responses to indicate that they value schooling outcomes.

There were 65 respondents to the Parents as Partners survey. Results indicated that parents feel welcome at the school, can easily speak with their child's teachers and find the administrative staff helpful. two-way communication with parents was identified as an area for improvement and is reflected in the school plan.

The Focus on Learning teacher survey indicated that the school is performing strongly in the areas of leadership, collaboration and using data to inform practice. The survey also provided positive feedback about the inclusive culture of the school and high levels of parental engagement.

The People Matter survey was completed by 28 staff members. 89% of respondents indicated that their job gives them a feeling of personal accomplishment and they feel motivated to contribute more than what is normally required at work

## Policy requirements

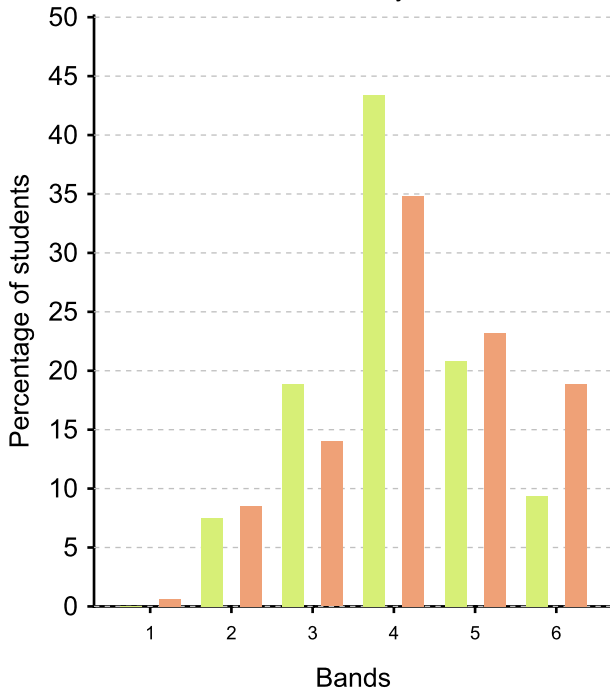
### Aboriginal education

Minnamurra Public School resides on traditional Aboriginal land, known as Dharawal country. The name Minnamurra is derived from the Aboriginal name Meme Mora, meaning 'river of many fish'. This links in with our school song, which states we are many fish in a learning pool; learning to live, learning to care.

Aboriginal Education at Minnamurra Public School involves all students engaging in learning about our traditional Australian culture and heritage. This is done through our classroom studies, and also through specific hands on learning experiences. All Indigenous students at Minnamurra PS have a Personalised Learning Pathway (PLP), which are developed between the student, parents/carers and teachers. PLPs aim to identify, organise and apply a personal approach to learning and engagement for our Aboriginal students.

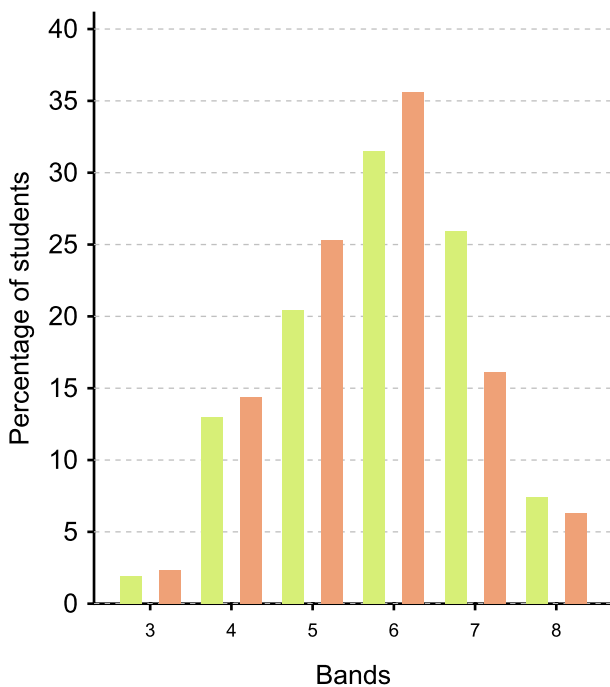
In 2018, Minnamurra Public School participated in Kiama Council's reconciliation walk and cultural presentation. This took place on May 25th, and included a performance by our choir. At the end of June of 2018, K-6 students participated in NAIDOC (National Aborigines and Islanders Day Observance Committee)

Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

Minnamurra Public School has a 'Bump it Up' target to have 43% of reading and numeracy NAPLAN results in the top two bands. In 2018, an average of 35% of results were in the top two bands. 47% of students achieved a result in the top two bands in reading and/or numeracy.



celebrations. Aboriginal performance group 'Koomurri' worked with students in looking at artefacts, weaponry, bush survival and history. Students also participated in Aboriginal song and dance, traditional face painting, didgeridoo playing and storytelling.

In addition to the learning experiences of students, staff at Minnamurra Public School are committed to professional development and training in the area of cultural awareness and inclusivity. Staff members regularly attend the Kiama Local Aboriginal Education Consultative Group (AECG), that is hosted by a number of local schools. This group allows community discussion about opportunities available to our Indigenous students, and supports networking that enhances learning in Aboriginal Education for all.

In 2018, our local community of schools (COS group), in conjunction with the AECG, organized and facilitated immersion days for our Indigenous students in Years 3–6. These students visited a number of sites throughout the Illawarra with other Indigenous students from neighbouring schools. Immersion days were held over three days, and saw our Indigenous students learning more about themselves and their culture. These days were a great success, and will hopefully be held again in the future.

## Multicultural and anti-racism education

Minnamurra Public School has a trained Anti-Racism Contact Officers (ARCOs). During 2018 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. The school library contains many books to support learning about a variety of cultures and to celebrate diversity.

