

# Minmi Public School

## 2019 Annual Report



2571

## Introduction

The Annual Report for 2019 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.

### 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)

4953 2768

## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Working towards Delivering
LEADING: Management practices and processes	Working towards Delivering

## Strategic Direction 1

### LEARNING

#### Purpose

Student wellbeing and data driven practise underpins student success.

#### Improvement Measures

An Increase in the sense of wellbeing of students, staff and parents each 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.

All Students achieve expected growth as identified through Department of Education endorsed tools.

#### Progress towards achieving improvement measures

##### Process 1: High level professional learning

Staff will engage in evidence-based professional learning and collaboratively share research and effective strategies. For example, but not exclusive:

Kids Matter; Good to Great Schools – Explicit Instruction;

Seven Steps to Writing Success: Creative and Critical Thinking

Evaluation	Funds Expended (Resources)
This is a goal which is continuing to be worked towards. There has been insufficient time to ensure effective evaluation at this point in time. Good to Great Schools was undertaken in 2019 but this is not reflected in classroom practice. This program has been discontinued due to funding considerations in addition to the COVID-19 enforced interruption to schooling.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$3800.00)</li></ul>

##### Process 2: Evidence-based systems

Implement evidence-based practises to ensure data drives teaching, learning and wellbeing initiatives.

Develop effective whole school systems to support teaching learning and wellbeing.

Evaluation	Funds Expended (Resources)
Further Professional Learning will be required in order to work towards this goal. Collection of student achievement data remains a focus. Learning Walks and Teaching and Learning Program Checklists are a priority for instigation in 2020.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Ram Equity Funding (\$9800.00)</li></ul>

## Strategic Direction 2

### TEACHING

#### Purpose

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

#### Improvement Measures

All teaching programs demonstrate evidence based consistency in planning and assessment as per DoE and NESAs guidelines.

All teachers evidence a growth in capacity to meet student needs.

All Students achieve expected growth as identified through Department of Education endorsed tools.

#### Progress towards achieving improvement measures

##### Process 1: Programming and Assessment

Develop consistent processes and practices in the delivery of curriculum and the assessment and analysis of student progress.

Evaluation	Funds Expended (Resources)
Staff Professional Learning in TENS was not completed in 2019 due to time restrictions. This was followed up early in 2020 and has now been implemented in classrooms in addition to being resourced through the purchase of a variety of relevant resources for each classroom.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$300.00)</li></ul>

##### Process 2: Collaborative Practice

Staff engage in collaborative practice to co plan, co design, co analyse and co reflect to teaching and learning.

Evaluation	Funds Expended (Resources)
The Professional Learning Plan at Minmi PS has continued to feature Learning Progressions as a focus. The collection of data in order to evidence change in classroom practices is ongoing.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$2500.00)</li></ul>

## Strategic Direction 3

### LEADING

#### Purpose

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

#### Improvement Measures

All staff evidence the impact of their authentic instructional leadership roles.

An increase in the number of community members actively engaged in the school each year.

An increase in positive parent comments around parent engagement (TTFM) over the three years.

#### Progress towards achieving improvement measures

##### Process 1: Expertise and innovation

Identify and develop expertise in all staff.

Build capacity through coaching, mentoring and professional learning.

Foster and support innovative, evidence-based, future-focused practices.

Evaluation	Funds Expended (Resources)
One aspiring leader has been successful in gaining a relieving position at another school. A mentoring program remains in place to continue growth as measured against standards.	

##### Process 2: Community Engagement

Provide opportunities to build parent knowledge, encourage feedback and engage them in their child's learning.

Engage community to support authentic, real life learning opportunities.

Building a shared understanding of the school's vision and purpose.

Evaluation	Funds Expended (Resources)
Tell Them From Me and Snap Polls were undertaken in 2019. These reflected an increase in parent engagement in terms of understanding student learning. We will continue to work towards enhancing understandings of the school's vision and purpose.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Teacher Transport available if otherwise not able to attend  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$3 100.00)</li> </ul>	All Aboriginal students participated in Callaghan events such as Aboriginal Recognition Assembly. Reflection from students indicated a need for additional opportunities to be available in future for dance and didgeridoo groups in addition to access to language such as National Anthem in Awabakal for whole school.
<b>English language proficiency</b>	Professional Learning undertaken in regard to EALD progressions. Resources purchased to support classroom teaching and learning programs  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$3 434.00)</li> </ul>	Ongoing learning in regard to EALD progressions is taking place at the school. The new resources are integrated into the teaching and learning programs.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$9 844.00)</li> </ul>	Data such as Personalised Learning Support Plans indicate that all students have been able to access the teaching and learning taking part in the classroom. Individual student progress was tracked and goals set and subsequently adjusted accordingly.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$19 886.00)</li> </ul>	Instructional Leadership took place in the form of in class support such as demonstration lessons and coaching. Feedback continues to be a focus in 2020. Classroom data in regard to behavioural incidences supports a higher level of student engagement across all the school.
<b>Socio-economic background</b>	School Learning Support Officers were employed using this funding.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$13 949.00)</li> </ul>	The provision of SLSO support in classrooms was expanded by supplementing the funding received and expanding the hours worked by the SLSOs.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Targeted student support for refugees and new arrivals (\$2 803.00)</li> </ul>	All staff report they are more confident in their ability to track English progressions and EALD Scales progress and use the information to drive teaching and learning for EALD students at MPS  Currently trained staff will share knowledge as EAID students at Minmi Public School progress through the school.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	60	57	64	60
Girls	49	45	47	53

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.5	94.8	95.8	94.1
1	95.8	94.4	93.8	91.8
2	96.5	97	94.7	91.1
3	95	93.9	96.5	92.9
4	96.3	94.2	93.1	96.5
5	95.7	95.7	92.2	88.8
6	96.9	93.3	93	95.7
All Years	96.3	94.6	94.2	92.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.57
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	110,115
<b>Revenue</b>	1,200,935
Appropriation	1,155,416
Sale of Goods and Services	4,216
Grants and contributions	40,450
Investment income	853
<b>Expenses</b>	-1,177,697
Employee related	-1,055,107
Operating expenses	-122,590
<b>Surplus / deficit for the year</b>	23,238

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	70,391
<b>Equity Total</b>	59,347
Equity - Aboriginal	6,034
Equity - Socio-economic	13,949
Equity - Language	3,593
Equity - Disability	35,771
<b>Base Total</b>	962,488
Base - Per Capita	26,045
Base - Location	0
Base - Other	936,443
<b>Other Total</b>	53,668
<b>Grand Total</b>	1,145,894

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. This was done through an online surveys at the beginning of 2020.

Responses indicate that:

- Over 70% of respondents agree that the school teaches and promotes core values;
- Over 51% agree there is good student access to computers, strong technology programs and resources;
- Over 58% agree Minmi PS is an attractive and well resourced school;
- Over 77% agree the school is connected to its community and welcomes parent involvement;
- 71% agree the school is a friendly school that is tolerant and accepting of all students;
- 80% agree the school promotes a healthy lifestyle;
- Over 50% agree fair discipline exists in the school; and,
- 75% agree the school promotes its uniform policy.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.