Minnamurra Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Minnamurra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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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 snd committed staff. We provide regular opportunities for students to 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 ours 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

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

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.

Improvement Measures

Increase percentage of students achieving proficiency (top two NAPLAN bands) in Literacy.

Increase percentage of students achieving proficiency (top two NAPLAN bands) in Numeracy.

All teachers utilising quality formative assessment practices to drive teaching and learning programs and improve student outcomes.

Progress towards achieving improvement measures

Process 1:   Numeracy

Implement an explicit, systematic whole school mathematics program that builds teacher capacity to support effective teaching and learning.

Evaluation	Funds Expended (Resources)
Literacy and Numeracy Learning Progressions In preparation for the use of the Literacy and Numeracy Learning Progressions, the printing and binding of 30 copies of each of the documents were created. Documents were used throughout the SDD presentation on an introduction to the Learning Progressions which aimed at supporting staff to gain an insight into how the Progressions are a tool for effective teaching and learning, plan for student learning, monitor and track progress. A whole school PDP goal was developed by staff to support our learning in this area – 'By the end of 2019 I will develop an understanding of how to use the Progressions in order to support teaching and learning.' **Learning Progressions Online Training** All staff completed the online course Introduction to the Literacy and Numeracy Progressions to assist with the PLAN2 training. Participants engaged with an introductory session on the National Literacy and Numeracy Progressions, explaining their structure and considering their role in enabling teachers to indicate student development, monitor growth and inform teaching, learning, feedback and assessment. The session examined connections between the Progressions and syllabuses and the importance of literacy and numeracy in facilitating learning across the key learning areas. Literacy Progression: Participants were supported to navigate the Literacy and Numeracy Progressions and understand its elements and sub–elements in greater depth. Participants analysed work samples to indicate students' literacy and numeracy behaviours and to diagnose areas for growth. Participants used the Progressions to identify programming priorities to support student progress. Participants were guided to use the Text Complexity Appendix to analyse texts used at their schools, ensuring suitability and enabling the Literacy Progression to be used meaningfully. Participants undertook guided reflection upon their 2018–2020 School	**Funding Sources:** • Numeracy ($7369.00)

Strategic Plans, considering how the Literacy and Numeracy Progressions can assist them to meet their school's literacy and numeracy aspirations.

Maths Resources

Maths resources were purchased from Modern Teaching Aids to support the successful implementation of quality maths lessons K–6. These hands on resources are available in classrooms for daily use in mathematics and other key learning area activities.

Number Talks Workshops

During Term Four teachers worked in stage teams learning about the implementation of number talks; classroom conversations around purposefully crafted computation problems that are solved mentally.

Teachers were presented with current research and learnt about strategies for facilitating quality mathematical talk in the classroom. Teachers were given resources such as 'talk moves' posters to support these lessons in the classroom.

A number talks proforma was created to guide and support teacher planning.

Stage 2 had regular visits from the Literacy and Numeracy Leader who modelled number talks, teaching students and teachers the routine of sharing their mathematical thinking and strategies aloud with the class.

A Learning Place A Teaching Place

After the positive impact A Learning Place, A Teaching Place online resource had on student growth in place value, teacher professional learning, consistency across the school in regards to mathematical language and deep relational understanding the subscription was renewed. Mathematics whole school data continued to be collected by teachers through the use of the SENA assessments linked to place value and the Numeracy Learning Progressions.

PLAN2

To support the data collected from the SENA, a twilight professional learning session was held on PLAN2 – technical training. A PLAN2 technical training facilitator ran the session to all staff K–6. This training included how to enter data into PLAN2, reports available in PLAN2, how this data can support teaching and learning programs and requirements in using PLAN2. Positive feedback from teachers was noted through the MyPL evaluation tool.

Building Student Engagement Kiama Community of School (KCoS)

In order to meet milestones within each of the Kiama Community of Schools' School Plans for 2018 – 2020, teachers met for combined professional learning. Student engagement has been identified as a priority for the Kiama Community of Schools. Teachers from both the primary and high school settings worked collaboratively to deliver workshops presenting innovative tools and strategies designed to build student engagement.

Participants attend two workshops from four delivered by teams of teachers from across the KCoS focused on building student engagement. In the workshops participants:
 • Learnt how to use formative assessment as a tool to engage our students
 • Used learning habits and cultures of thinking routines to engage our students and build their resilience
 • Gained an understanding of how task and program design can be used to engage our students across the KLAs
 • Built upon strategies to engage gifted and high potential students in the mainstream classroom

Progress towards achieving improvement measures	
Maths Workshops During Term 3 teachers participated in stage team workshops with the goal of developing their understanding of best practice teaching in mathematics in order to support student learning and improve student outcomes. The aims of the workshops were for teachers to feel confident using student assessment data to inform their teaching; be able to reflect on their teaching of mathematics and take on ideas from colleagues to improve their practice; plan clear, child friendly learning goals for their students and to develop their understanding of how to differentiate learning for students in their class using success criteria. Teachers participated in a range of activities including assessing a small number of students from their class, beginning to become familiar with the Numeracy Progression, working collaboratively with their stage team, sharing during discussions and reflecting on current practice.	

Process 2:   Literacy

Evidence–based approach to support the teaching and learning of literacy K–6.

Evaluation	Funds Expended (Resources)
K–2 Guided Reading Resources In order to support the Language, Learning and Literacy program K–2 literacy resources were purchased to the value of $9000 of Guided Readers from Cengage, $1000 for contact and hang up bags to protect and store the readers. Our wonderful parent volunteers covered the books. **Spelling** School data, NAPLAN results and evaluation of teaching and learning programs indicated that spelling needed to be a focus at Minnamurra Public School. In order to build teacher capacity in teaching spelling, improve student results and have a consistent approach in teaching spelling K–6, the Sound Waves program was implemented. This program targets key phonics and word study approaches from Kindergarten to Year 6 and allows students to build on previous learning from year to year. Teachers participated in professional learning in the teaching of spelling K–6 gaining a deep understanding of planning quality lessons targeting student need. In order to track student growth, the Sound Waves diagnostic assessment tool was used K–6 at the beginning and end of the year. A number of Sound Waves classroom resources were purchased to support the program include site licence, classroom posters and student charts. **Language, Learning and Literacy (L3) Training K–2** The K–2 literacy program continued to flourish throughout 2019 with all teachers K–2 attending Language, Learning and Literacy training. Ongoing professional learning in literacy ensures our teachers are up to date with best pedagogical practice in regards to implementing the NSW English syllabus and Literacy Learning Progressions. Teachers trained in stage teams allowing collegial discussions, collaborative planning, sharing of resources, consistent teacher judgment, teaching to point of need, using quality texts and resources, ongoing observations and assessment with the aim at improving student growth. Topics covered throughout the training included: • routines, setting up for the year quality learning environments • guided reading – shifting readers • daily writing • independent writing • continuous formative assessment, data and programming	**Funding Sources:** • 3–6 Literacy ($22039.00) • K–2 Literacy ($28763.00)

Progress towards achieving improvement measures

- running records
- independent writing samples: modelled and guided writing
- shared reading
- guided reading and how it changes over time
- comprehension
- independent reading
- reciprocal reading

Every 5 weeks reading text level data was collected and monitored. Our learning and support program used this data as the platform for learning and support K–2.

Stage 2 Understanding Texts Training

The Stage 2 Assistant Principal worked with Literacy and Numeracy Strategy Advisor (LANSA) from Warilla Office to design five sessions for the Stage 2 teachers across Terms 2–4 to develop teacher understanding of best practice teaching in reading comprehension in order to support student learning and improve student outcomes.

Teachers learnt about the nature of the learner in the primary and middle years and how the nature of reading changes in these years.

The team worked to develop their understanding of the effective teaching of reading through collegial discussions, collaboratively designing classroom learning programs and assessment strategies as well as completing between sessions tasks and professional readings. Teachers reported increased confidence in teaching reading comprehension and the development of their understanding was evidenced by their conversations throughout the workshops.

Collaborative Planning Days

In 2019 staff continued to consolidate and refine practices related to effective teaching and learning in English and mathematics.

Staff collaborated in stage teams to reflect on student work, results and effective teacher practice.

Stage teams worked together, using their knowledge of curriculum and assessment requirements, to design coherent, well–sequenced teaching and learning programs.

Each team targeted specific areas identified as a stage for example word study in Stage 1 and focused on providing additional differentiated learning activities for students.

Stage collaborative planning days occurred to reflect on and refine consistent teacher judgment across English and mathematics.

Staff continued to participate in collegial conversations with their Stage leader.

During 2020 staff will work together in Stage teams to reflect on individual and whole school assessment, monitoring and analysis of student results for quality teaching and learning.

Wollongong Literacy Leaders Masterclasses

Three Stage leaders from Minnamurra Public School attended masterclasses as part of the Wollongong Literacy Leaders group twice per term throughout 2019.

The training provided school leaders from a number of principal network groups with the opportunity to engage with a Master Instructional Leader, to deepen their understanding of how students become literate and how those

Progress towards achieving improvement measures	
skills need to be developed K–6 in order to support teachers to develop quality learning programs which are differentiated for all students. The course had an explicit focus on the NSW English syllabus, National Literacy Learning Progression, the use of quality texts and quality pedagogy for literacy learning. The Stage leaders participated in keynote presentations, workshop activities, mentoring and coaching and had the opportunity to work collaboratively within and across schools to facilitate continuous school improvement in student literacy outcomes as well as developing their leadership skills and understanding. School leaders were required to complete in–school tasks and professional reading in order to engage in reflection and collegial discussion about current literacy learning practices. The leadership team was empowered to develop literacy improvement programs contextual to the school and also share these within a network of schools. Stage leaders shared their learning from the masterclasses with Stage teams at school including collaborative planning days and workshops held for groups of teachers to meet specific needs, for example the teachers who would be teaching Early Stage One in 2020. Ideas and knowledge gained at the training days informed our school wide transition processes, ensuring student learning was effectively communicated between teachers and students were supported through this process. Quality texts were purchased for the school K–6 and these were shared with staff at staff meetings along with ideas of how they could be used in the classroom for effective literacy teaching. A significant shift in thinking was evident in the practice of the leaders and their ability to lead and mentor their teams as well as their ability to reflect on the impact leader learning has at the teacher and student level. **Kindergarten Ongoing Professional Learning** Kindergarten teachers participated in four ongoing professional learning sessions throughout 2019 implemented by the L3 trainers from the Illawarra network. Throughout these sessions teachers refined their knowledge on: • Guided writing, interactive writing and independent writing • Guided reading magenta, red, yellow and blue levels • Reading to students – supporting the students in learning how to search for the author's intent • Word work changes in red, yellow and blue levels • Quality talk – extending student inferential comprehension • Independent activities that change and gain complexity as students progress in their acquisition of literacy skills • Examining texts, analysing data and teaching strategies to better support student learning needs Teachers discussed professional readings and completed between session tasks. Data on text reading was completed and discussed with supervisors every 5 weeks. Hearing and recording sounds and word vocabulary data was collected every 10 weeks.	

Process 3:   Assessment

> Implement quality assessment practices through an explicit, planned and collaborative approach which drives quality teaching and learning.

Evaluation	Funds Expended (Resources)
Visible Learning Foundation Day	**Funding Sources:** • Assessment ($1766.00)

Progress towards achieving improvement measures

Minnamurra Public School began their Visible Learning journey by building foundational knowledge of the Visible Learning research. Our teachers were introduced to tools for gathering evidence in our schools and classrooms and to create a plan for making learning visible for all students.

Minnamurra Public School participated in 6 hours of professional learning throughout the School Development Day (SDD) for Term 2. Teachers discussed the most important messages from the Visible Learning research and understood what does and doesn't make a significant different to student achievement.

Learning intentions

– understand the key Visible Learning messages

– be able to make links between these messages and what happens in your school.

Success criteria

By the end of the day teachers could:

– articulate the key findings from the Visible Learning research

– list some of the key characteristics of visible learners

– identify ways to demonstrate the progress of your students

– describe characteristics of inspired and passionate teachers

– describe the role of feedback and its potential impact on learning

– describe the mindframes which can have a major impact on student achievement

Visible Learning Executive Training Days

Executive staff from Minnamurra P.S. participated in two Visible Learning days alongside staff from Gerringong P.S.

During Day One (in Term 2) the team completed a matrix which involved looking at where our school was currently sitting on a number of measures. We then created a plan to gather evidence of these judgements to bring to the second day.

To gather evidence back at school, our Literacy and Numeracy Leader and members of the Visible Learning team interviewed 4–6 students per class, asking them the following questions: What does it mean to be a good learner at Minnamurra Public School?; What do the best learners do that's different from other learners?; How do you know what you are learning in class?; How do you know when you have learnt it?; What are you learning?.

Insider Series: Building and Developing Visible Learners

This SDD reintroduce some of the key messages of Visible Learning and build on these messages to support the development of learners, and to help understand that the actions we take and the environments we create as teachers and that schools affect the types of learners we produce.

Learning intentions

– learn how to develop visible learners in our school/classroom

Success criteria

Progress towards achieving improvement measures

By the end of the day teachers could:

– describe the characteristics of a visible learner to another teacher

– explain to a colleague how to develop a visible learner

– think about their own school context and evaluate where they are now and what they need to do next

– target learning through the use of effective learning intentions and co–design success criteria

– embed into lessons opportunities for self and peer assessment

– identify the mindframes needed to ensure teacher clarity

Visible Learning Executive Training Days

During the second Executive Visible Learning Day (Term 3), the team worked to review the evidence that had been collected including student video diaries, student interviews, student surveys and teacher surveys. Student responses showed that when asked 'What does it mean to be a good learner at Minnamurra Public School? the majority of students were focussed on behaviours rather than the attributes of visible learners.

The team then created 'baseline evidence statements' and a plan for moving the school forward in Visible Learning in the areas of 'The Visible Learner', 'Know Thy Impact', 'Inspired and Passionate Teachers' and 'Effective Feedback'.

Some of the future directions included choosing and creating lessons for student learning dispositions to allow students to be taught the skills of a visible learner. Another goal was to involve the community in our Visible Learning journey.

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.

Improvement Measures

Increased use of evidence–informed wellbeing strategies to identify and address needs of students and staff.

All students and teachers to be consistently implementing PBL strategies.

Increased measures of student engagement and teacher satisfaction.

Progress towards achieving improvement measures

Process 1: Develop whole–school, integrated approach to enhancing wellbeing, incorporating Positive Behaviour for Learning (PBL) strategies to provide clearly defined behavioural expectations.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) – Staff Training – PBL Staff leaders attended the PBL coach network meetings and Tier 2 PBL training. – Mini professional learning sessions were run during communication meetings in Terms 1 & 2. These sessions introduced scripts to support consistent language, when dealing with behaviour concerns across the school. – PBL Module 4 was delivered to staff during teacher professional learning sessions in Semester 1. – Our PBL Coach mentor conducted school evaluations to assess our schools PBL implementation and to provide feedback and advice for further improvements **Positive Behaviour for Learning (PBL) – School and Class Signage** – The PBL signage was developed and purchased to be used across the school. Signage was erected in line with the fortnightly PBL focuses. – A draft PBL behaviour flowchart for in class expectations was drafted and validated by all staff. This was then made into signage and these signs are being used in all classrooms across the school. **Positive Behaviour for Learning – Student Lessons** – Whole school PBL fortnightly focus lessons were prepared, these lessons were shown to the PBL student leadership team for student feedback and input. These lessons were then shared with staff during staff communication meetings. Teachers implemented these lessons within their classrooms and during assemblies. – Classroom flowchart posters were printed and embedded into classroom practice. **Positive Behaviour for Learning – Whole School Rewards Days** Whole School rewards days were held to celebrate students achieving the	Coach network meeting = $828 – Signs and Whole School Reward Day = $1 361

Progress towards achieving improvement measures	
High Tide mark with their Mystix. The rewards days were as follows: – Term 1 – "camp style" games day. – Term 2 – "movie day" celebration. – Term 3 – "Game Shows" day. – Term 4 – **Student Re–Teach Sessions** – The time out folder was redesigned into a re–teach room folder and updated to reflect current PBL language and the new classroom flowchart posters. **Positive Behaviour for Learning – School Website** The school website will be updated to include PBL documentation from 2020.	

Process 2: Implementation of whole school wellbeing strategies reflecting DoE framework.

Evaluation	Funds Expended (Resources)
School Policies – A Bike User Agreement policy was drafted and tabled at the P&C meeting on 11/2/19. The P&C offered feedback and endorsed the bike user policy. The bike user agreement was updated in line with feedback from the P&C and the bike/scooter/skateboard contract was sent home with students on 28/2/19. – A Wellbeing Team was established in week 4, Term 1 2019. Team members were given an area to lead. Areas for leadership within the wellbeing team are: student bike policy team, student leadership team, attendance policy team and uniform policy team. The policies will continue to be worked on during 2020. **Flourish for Teachers Program** – MPS has been enrolled in the Flourish for Teacher program, this program is run by Dr Adam Fraser and focuses on teacher wellbeing – Flourish has been consistently implemented at professional learning meetings and has been warmly accepted and appreciated by all staff	– Student leadership team $500 – Attendance leadership day $500 – Flourish Staff Training $1890 **Funding Sources:** • Teacher relief day ($500.00) • Teacher relief day ($500.00)

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.

Improvement Measures

All teaching and learning programs show evidence of the integration of technology to enhance student learning.

Demonstration of increased community satisfaction with home/school communication.

100% of students and staff participating in environmental sustainability practices in our school to reduce the amount of waste going to landfill.

Increased involvement by staff and students in Aboriginal cultural events.

Progress towards achieving improvement measures

Process 1:   Technology

Implement a quality whole school approach (scope and sequence) for integrating technology to support effective teaching practices.

Evaluation	Funds Expended (Resources)
External Computer Co–ordinator Days A computer technician who has extensive experience working with technology in Department of Education schools was booked to visit Minnamurra PS and assist with computer technical issues three times per term for the whole of 2019. **Bring Your Own Device (BYOD)** During Term 1, BYOD contracts were sent home with all students in Years 3–6, the contracts included device options for parents wanting to purchase a new device for their child. BYOD was optional this year, as we have a school bank of laptops and iPads available for student use. **Think3 Apple School Manager Course** On 11 April two staff members attended the Think3 Apple School Manager and MDM In–Depth training. This gave these staff members the opportunity to receive training on how to efficiently and effectively manage the school's iPads. **Technology Scope and Sequence** The technology scope and sequence was not utilised this year as the setting up of STEM lessons was prioritised. The implementation of the technology scope and sequence will be reassessed and updated by the STEM teacher in early 2020. **Laptop Trolleys and Laptop Purchase** 15 laptops were purchased for the school. These extra laptops brought our school laptop count to 60 units. Laptop trolleys were purchased to safely house the school's 60 laptops. These trolleys are now in the Year 5 and 6 classrooms where they are utilised daily in Stage 3 lessons.	* External and internal computer co–ordinator days – $3444 * Computing hardware costs including laptop trolleys, new iPads and laptops, new Hisense TV – $13193 * New iPad heavy duty, shock proof cases and replacement chords – $1126 * Computer software costs (including Momentum ESR, School eNews, Zulu Desk, Sound Waves, Green Screen, Australian History Mysteries, Key Word Sign Australia, eSmartDigital, Disk Drill Pro for Mac)– $9457

Progress towards achieving improvement measures	
School Website and Calendar The school website and school calendar were updated regularly by the computer coordinator. The computer coordinator was given a weekly time slot to do this in the school's Release From Face to Face (RFF) timetable. **iPad Purchasing** 15 new iPads were purchased. This brought our school's total iPad count to 65. 5 iPads were allocated to each class from Kindergarten to Year 4, plus 5 iPads were allocated to the library. 65 new iPads cases were purchased and all iPad covers were replaced with the new heavy duty, shock proof cases. **Zulu Subscription** The school's Zulu Subscription, which is the program used to update all 65 iPads from one central location, was renewed on 13 December 2019. **T4L Order** * 20 new Chromebooks were ordered using our school's T4L allocation. * 2 PC Locs were purchased to house and charge the newly purchased Chromebooks. The new Chromebooks are the start of the schools plan to purchase two class laptop sets for use by our Stage 2 classes. **Goals for 2020** * Revise the whole school technology scope and sequence and determine how to effectively implement it across the school * Support teachers to include the use of technology in their teaching and learning programs * Purchase more laptops to build up the Stage 2 laptop sets * Purchase more iPads, shock proof cases and iPad storage boxes for use in K–2 classrooms * Hire an external computer technician once a fortnight to fix technology issues, staff to use the IT help desk if issues need resolving sooner * Purchase more STEM resources to be used in the STEM lab	

Process 2:   Communication

Develop collaborative and cohesive educational partnerships by engaging and connecting with the school community through purposeful, well–planned communication.

Evaluation	Funds Expended (Resources)
Communicating with Parents Staff were surveyed on their current practices for communicating with parents. The results showed the following: 22 teachers completed the survey, of these 22 respondents: • 13 teachers are already using a platform to communicate with their class parents and 9 teachers have not started this yet • Of the 13 teachers who have started using a platform to communicate with parents 10 are using Class Dojo, 2 are using SeeSaw and 1 is using Facebook • Of the 22 teachers surveyed, 16 would be happy to use Class Dojo, 6	

would be happy to use SeeSaw and 2 would be happy to use Facebook
 • It was decided that teachers would trial using Class Dojo this year.

Meet the Teacher Afternoon

On Monday 11 February all teachers held a Meet The Teacher afternoon. Parents were invited to attend any time between 2:30pm and 4:30pm to view their child's classroom and meet their child's teacher for 2019.

Class Dojo

The majority of teachers set up a Class Dojo account and sent home parent invites to join Class Dojo and connect with their child's class..

Home/School Communication Information Sheet

A Home/School Communication sheet was written. This information sheet outlines the different methods of communication available to parents and teachers including, the school website, eNews and Class Dojo. The information sheet explains what information will be communicated through each method of communication. It also provided the steps necessary to sign–up to the different communication methods. This information sheet was sent home with students and published in the newsletter.

Updating of Student Report Format

The P&C committee were consulted about the updating of the Minnamurra school reports. The Department of Education's Reporting to Parents Policy was discussed, and parents had the opportunity to nominate what they would like to see in the school reports. It was decided, with the support of the P&C, to update the school reports to more accurately reflect the Department of Education's Reporting to Parents Policy.

Student Reports

It was decided that our school would once again use the Momentum Easy School Reports website to write our student reports this year. The report templates were updated to reflect the new template as discussed at the P&C meeting. All teachers completed half–yearly student reports using the new format.

Parent Teacher Meetings

Parent/teacher meetings were held during Week 1 of Term 3. Interviews were held over two afternoons, this gave parents more opportunities to meet with their child's class teacher and discuss their child's learning.

This year it was decided to use an online parent/teacher interview booking system. This online system allowed parents to make bookings for all of their children, and to cancel a booking and reschedule if needed. This system received very positive feedback from the teachers and parents alike, feedback included the ease of scheduling interviews with different teachers without clashes in interview times..

Goals for 2020

* Survey parents on the effectiveness of, and their satisfaction with, the use of Class Dojo, eNews, the school website and the school newsletter for communicating with teachers and being informed of school events.

* Survey teachers on their satisfaction with Class Dojo as a method for communicating with parents, decide on whether to continue with Class Dojo in 2020.

* Use the survey results, and the Communicating with Parents Information Sheet to draft a Communicating with Parents Policy, and a a quick reference

Progress towards achieving improvement measures	
flowchart/visual for parents to refer to. Consult the P&C, and staff once the policy and flowchart/visual is drafted to get parent and staff feedback.	

Process 3: Sustainability

Collaboratively plan and implement a KCOS environmental sustainability plan at our school.

Evaluation	Funds Expended (Resources)
Purchasing of New Bins for 8 Bin Pods The school purchased heavy duty yellow, red and green topped garbage bins for use in the school's 8 bin pods. These will be introduced in the bin pods once students are comfortable with, and correctly using the current yellow topped co–mingled recycling bins. **Current Yellow Co–Mingled Recycling Bins** Students were given explicit lessons about the yellow co–mingled recycling bins during Term 1 Week 4, the whole school used a Powerpoint presentation to do this. Students were also taught about the co–mingled recycling bins at assembly. The bins were dispatched to the 8 bin pods in Week 5, Term 1. The Year 6 Environmental Leaders emptied the recycling bins and monitored the waste going into these bins weekly. They kept a log of unwanted waste entering the yellow co–mingled bins so teachers could explicitly teach students about this in class and during assemblies. **Large FOGO Bins** Large FOGO Bins will be implemented in 2020. Food waste in 2019 was composted and used in the school garden. **Introduction of Smaller Red Landfill Bins** After an audit of the current landfill bins it was decided to delay the introduction of smaller red top lids until 2020. Students will continue to receive explicit teaching about the use of the different coloured bins at fortnightly assemblies by the Stage 3 Environmental Leaders. **Bottle Tops, Plastic Bread Ties, Textas** Classes supported The North Kiama After School Care recycling program by collecting bottle tops for recycling to make prosthetic arms, bread ties for recycling to make wheelchairs, and old textas for general recycling. **Goals for 2020** • Continue explicit lessons about the use of the different coloured bins • Arrange Green FOGO bins and pickup through CleanAway • Introduce new heavy duty coloured bins to bin pods • Use compostable bags in FOGO bins to make collection and cleanup more efficient for students • Introduce Return and Earn for large school events • Introduce a Waste Free Day inline with the KCoS	* 7 Yellow, 7 Red and 7 Green topped bins purchased from MTA, and compostable bags– $2218

Process 4: Aboriginal Education
Indigenous and non–indigenous staff and students participate in Aboriginal cultural events.

Evaluation	Funds Expended (Resources)
Kiama Council Grant	Teacher release days to write and review student PLPs – $421

Progress towards achieving improvement measures	
The P&C's grant application through Kiama Council to paint the overpass near Minnamurra Public School was successful. The painting of the overpass will be completed in 2020, as this coincides with the artists availability.	Student support costs – $2065 Bus to transport student to Kiama Sorry Day event – $205

Student Personalised Learning Pathways (PLPs)

Teachers, students and parents worked collaboratively to write PLPs and set learning goals for 2019.

Kiama Sorry Day

Teachers and students attended the Kiama Sorry Day event. Students worked collaboratively with the support of teachers to paint an art work for this event.

Bush Tucker Garden

A Sensory Garden was constructed for the use of all students in 2019. Community consultation about the setting up of a Bush Tucker Garden will be done in 2020.

NAIDOC Celebrations

All students participated in NAIDOC week celebrations at Minnamurra Public School. A visiting performer entertained students with an engaging show that taught students about Aboriginal music, tools and art. Students also watched as fire sticks were used to light a small fire, and all students and teachers received traditional face painting.

2020 Goals
 • Students, teachers and parents to work collaboratively to set and review PLP goals for 2020
 • Community consultation about the setting up of a Bush Tucker garden to be completed in 2020
 • Students and teachers to participate in NAIDOC Week celebrations and Sorry Day activities
 • ATSI funding to be used to support ATSI students in the classroom and with extra curricula activities

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$13 463	– Development, implementation and monitoring of Personalised Learning Pathways (PLPs) – SLSO support – NAIDOC, Sorry Day and Reconciliation Week activities – See Strategic Direction 3
English language proficiency	$1 585	Contribute to employing SLSO
Low level adjustment for disability	$109 985	SLSOs
Quality Teaching, Successful Students (QTSS)	$72 567	Release APs to lead Strategic Directions $22 000 used to top up Literacy and Numeracy Leader from 0.4 to 0.6
Socio–economic background	$24 936	Employ SLSOs
Support for beginning teachers	$14 130	– Release for mentor teacher 1 hour per week per week. – Additional release for Beginning Teacher (2 hours per week) – Professional Learning for Beginning Teacher

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	204	201	206	200
Girls	204	204	202	199

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	95.6	94.6	95.4
1	95.6	93.7	94	94.6
2	92.9	96.2	95.3	90.7
3	94.9	92.7	93.9	93.5
4	95.1	93.6	93	93.7
5	92.8	92.8	93	92.5
6	93.4	92.4	91.8	92.9
All Years	94.4	93.8	93.6	93.3
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)	3
Classroom Teacher(s)	16.14
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.04

*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[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	519,037
Revenue	3,812,491
Appropriation	3,671,089
Sale of Goods and Services	22,089
Grants and contributions	117,479
Investment income	1,833
Expenses	-3,810,352
Employee related	-3,315,367
Operating expenses	-494,985
Surplus / deficit for the year	2,139

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 **Approved SBA** ($)
Targeted Total	427,185
Equity Total	149,969
Equity - Aboriginal	13,463
Equity - Socio-economic	24,936
Equity - Language	1,585
Equity - Disability	109,985
Base Total	2,735,418
Base - Per Capita	95,732
Base - Location	3,752
Base - Other	2,635,934
Other Total	323,075
Grand Total	3,635,647

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 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 website.

Literacy

2019 NAPLAN scores in Reading were well above both the State Average and the average for Statistically Similar Schools. In Year 3 Reading, 56% of students achieved a score in the top two bands. In Year 5 Reading, 46% achieved a score in the top two bands.

Numeracy

2019 NAPLAN scores in numeracy were also above the State Average and those of Statistically Similar Schools. In Year 3 numeracy, 49% of students achieved scores in the top two bands. In Year 5 numeracy, there was a notable improvement with 37% of students achieving scores in the top two bands.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Feedback

There were 68 respondents to the "Partners in Learning" survey. The school scored at or above State norms in questions indicating that:

- parents feel welcome
- parents are informed
- parents support learning at home
- the school supports learning
- the school supports positive behaviour
- the school is inclusive

On a 10 point scale, scores over 8 were recorded in a number of areas, indicating strong agreement with statements such as:

- I can easily speak to my child's teachers
- my child is clear about the rules for school behaviour
- my child feels safe going to and from school

Open–ended survey question results indicated that the main strengths of the school according to parent opinion were the "supportive, caring staff", the "friendly, inclusive environment" and "sense of community".

Student Feedback

In 2019, students in Years 4, 5 and 6 participated in the Tell Them From Me surveys. Scores were recorded above the State average in a number of areas including:

- 91% of students reporting that they have friends at school they can trust and who encourage them to make positive choices.
- 87% of students reported that they do not get in trouble at school for disruptive or inappropriate behaviour.

On a ten–point scale, scores over 8 were recorded in several areas, indicating strong agreement with statements such as:

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- Students feel classroom instruction is well–organised, with a clear purpose, and with immediate feedback that helps them learn.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Teacher Feedback

In 2019 there were 18 respondents to the Tell Them From Me teacher survey. Scores were recorded above State average norms in most areas including: Leadership, Collaboration, Learning Culture and Teaching Strategies. Lower scores were recorded in the area of Technology, indicating a potential area for future improvement.

Teachers also participated in the NSW Government People Matter survey. Very positive results were recorded in questions regarding "Engagement at Work", with 96% of respondents agreeing with the statement "I am satisfied with my job".

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.