

2020 Annual Report

Minmi Public School



2571

Introduction

The Annual Report for 2020 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

minmi-p.school@det.nsw.edu.au

4953 2768

School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

LEARNING

Purpose

Student wellbeing and data driven practice 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.

Overall summary of progress

The COVID-19 pandemic had a profound impact on many school operations in 2020. Progress toward achieving the Improvement Measures in Strategic Direction 1 was still achieved in all areas where it was possible to continue or amend processes around restrictions.

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.

Evaluation	Funds Expended (Resources)
<p>Major adjustments to the delivery and participation in the Embedding Formative Assessment Professional Learning were required due to the COVID-19 outbreak. Minmi PS teaching staff did, however, continue to engage in this learning at school. We also participated in peer observations and feedback. The changes in practice were evident in these processes.</p> <p>Lesson observations clearly noted implementation of the new learning in lesson delivery and this was further reflected in teaching and learning programs. Anecdotal evidence attested to implementation and effectiveness in all classrooms across the school.</p>	<p>As this Professional Learning took place on site, and out of core hours, no budget was required. Because of the global COVID-19 pandemic, lesson observations with Wallsend PS did not take place as planned.</p>

Process 2: Evidence-based systems

Implement evidence-based practices to ensure data drives teaching, learning and well being initiatives.

Develop effective whole school systems to support teaching learning and well being.

Evaluation	Funds Expended (Resources)
<p>A whole school Assessment Schedule has been designed and implemented ensuring the organised and systemic collection of data across the school. This was somewhat interrupted by the COVID pandemic but has been embedded in the timetable for 2021.</p> <p>A comprehensive handover sheet was also designed and utilised to ensure the continuum of learning as students transitioned from one class to the next. This ensured the transmission of a consistent data set for each student to each teacher. It also ensured that data was available to immediately and meaningfully inform differentiated teaching and learning in each classroom.</p>	<p>No budget required. The Assessment Schedule and handover documents were developed by the executive team and discussion of implementation took place in meetings held out of core hours. Handover documentation was discussed with colleagues during Staff Development Days.</p>

Progress towards achieving improvement measures

Anecdotal evidence collected from teachers showed this process to be extremely beneficial in terms of both student wellbeing and academically.	
------------------------------------------------------------------------------------------------------------------------------------------------	--

Next Steps

Next steps will include further development of the school wide Assessment Schedule to include all aspects of Teaching and Learning in addition to all Key Learning Areas as well as the systematic and consistent collection of student work samples.

The Professional Learning Schedule will continue to be thoughtfully developed to support areas identified through data collection and analysis.

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 NESA 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.

Overall summary of progress

2020 saw an immediate need to adapt practices and pedagogy. Student needs were placed at the forefront of all decision making. There was a particular focus on planning and assessment and how to achieve this in a meaningful manner across the entire school in a way that is both transferable to new staff and sustainable in general.

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)
Full overviews for both Literacy and Numeracy Sessions were collaboratively developed and delivered to staff via Professional Learning sessions. Subsequent to this, planning proformas were developed and utilised across the whole school. Program supervision and classroom observations evidenced the implementation of the elements outlined in the Literacy and Numeracy Overviews. Further Professional Learning and support will continue to ensure teachers are delivering balanced Literacy and Numeracy Sessions across all classrooms. This will also consolidate consistency of teacher judgement in addition to targeted, differentiated teaching activities.	All resources were developed by executive staff and professional learning was delivered outside of core hours enabling this activity to be undertaken without cost.

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)
Reflective practice was built into the Professional Learning Schedule in order to promote a culture where classroom practice is continually assessed and analysed. In addition, Quality Teaching, Successful Students funding was utilised to support teachers in all aspects of improving practice with specific emphasis on producing and delivering a high quality teaching and learning program. This ensured that meaningful, professional discussions with positive impacts on collective efficacy and classroom practice became embedded in the school culture. Classroom practice is shared, critiqued and aligned to the School Improvement Plan. The teaching and learning culture is one of continuous improvement.	Professional Learning Meetings took place outside of school hours. Quality Teaching, Successful Student sessions took place during school hours and were funded as part of the Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$22760.00)

Next Steps

Quality Teaching, Successful Students sessions will continue for all staff and be expanded to include data analysis. Reflection will continue to be an important element of Professional Learning Meetings and will be embedded in the schedule in order that all staff participate.

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.

Overall summary of progress

Engagement with the community became particularly challenging in 2020 as parents and community members were unable to be on school grounds for the majority of the year. Social media and electronic means of communication were embedded as part of the school's culture in order to ensure as high a level of engagement as possible. All classes introduced and utilised Seesaw as a means of successfully showcasing student work samples and communicating with parents. The school's Facebook page was also an important tool during this time and was utilised heavily to maintain relationships.

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)
Professional Learning was planned to increase capacity around innovative and future focused practices. This schedule was heavily impacted, however, by the COVID-19 epidemic. This had a positive effect upon practices, however, as implementation was accelerated by necessity in order to deliver meaningful, accessible learning to students as they engaged with their lessons from home. The outcome of this was that, upon returning to school based learning, practices such as electronic lesson delivery, communication with parents via social media and the utilisation of digital platforms (Seesaw) to both store and share student work samples were embedded in current practice.	Professional Learning took place online and was of no cost.

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)
The utilisation of the digital delivery of work samples, via Seesaw, for parents to access and provide feedback was very successful and hugely popular with 98% of students having more than one family member connected. Publishing	Subscription to Seesaw was free in 2020.

Progress towards achieving improvement measures

of student work was informal and classroom based but has since been linked to the school wide assessment schedule.

A roster was also developed to enable whole class work samples and activities to be showcased to the wider community through the school's Facebook page. This was highly successful, as measured by written feedback and overall engagement numbers.

Next Steps

The school subscription to Seesaw has been upgraded in 2021 to allow access to further features of this digital resource. Classroom teachers will continue to collect and upload work samples which will be stored in both student and KLA based files. Work samples and whole class activities will continue to be shared on Facebook and in the office foyer.

The Family-Schools Partnerships Framework will be used to further develop engagement and connections with our community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$8 454.00) 	<p>All students enthusiastically took part in a school wide program run by Our Kinnection which aims to support Aboriginal children, young people and families by delivering quality programs and workshops that empower and create positive change. Engagement levels were extremely high; students and teachers all reported a positive impact from participation in this program.</p> <p>Students in Years 3 - 6 participated in the NSW Reconciliation Challenge with three of our students being named finalists and having their work displayed in the Powerhouse Museum in Sydney. The students' understanding of reconciliation was built upon by their study of the unit of work and the subsequent creation of artworks and writing to showcase their learning. Community feedback was overwhelmingly positive.</p> <p>COVID-19 negated the annual Callaghan Network NAIDOC celebrations but our students took part in activities at school both during the traditional week and also the rescheduled dates.</p> <p>Year 6 students engaged with an Aboriginal artist to design a meaningful and original design for their T-shirts.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$17 498.00) 	<p>In order for extra support to be available for our students both in classrooms and the playground, extra SLSO time was allocated across each week. In the classroom, this enables a number of individualised programs to be run in addition to support being available to the entire class across all Key Learning Areas. In the playground, extra support is given to those students who require it as well as all students benefiting from the presence of more staff. Specific games and activities were organised and supported utilising this funding.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$20 564.00) 	<p>In 2020, the Assistant Principal was provided with time off class to mentor and coach teachers. Teachers were released from class and worked one on one to improve programming techniques and refine assessment. Strong mentoring has resulted in teachers demonstrating increased confidence in terms of NESA requirements. Staff have reported feeling very supported by their supervisors as a result.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$19 312.00) 	<p>These funds were utilised to release the Principal from class in order to implement and sustain a number of initiatives throughout the school. This included an instructional leadership model where team teaching sessions were held in each classroom on a weekly basis and a number of demonstrations and observations took place around specific areas of need.</p>

Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none">• Targeted support for refugees and new arrivals (\$2 831.00)	in 2020, inclusion in a number of target programs in addition to the provision of resources was achieved for refugee students. A very high level of support was required during the Learning from Home phase of the COVID-19 pandemic.
---------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	57	64	60	74
Girls	45	47	53	49

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	95.8	94.1	95.7
1	94.4	93.8	91.8	93.2
2	97	94.7	91.1	86.9
3	93.9	96.5	92.9	84.1
4	94.2	93.1	96.5	91.6
5	95.7	92.2	88.8	92.8
6	93.3	93	95.7	90
All Years	94.6	94.2	92.9	91
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	3.6
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	133,353
Revenue	1,237,703
Appropriation	1,227,453
Sale of Goods and Services	582
Grants and contributions	9,418
Investment income	250
Expenses	-1,270,292
Employee related	-1,116,344
Operating expenses	-153,947
Surplus / deficit for the year	-32,589
Closing Balance	100,764

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.

	2020 Approved SBA (\$)
Targeted Total	37,596
Equity Total	70,575
Equity - Aboriginal	8,454
Equity - Socio-economic	19,312
Equity - Language	3,434
Equity - Disability	39,375
Base Total	997,930
Base - Per Capita	27,177
Base - Location	0
Base - Other	970,753
Other Total	61,157
Grand Total	1,167,258

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

100% of parents agreed that the school is connected to the community and welcomes parent involvement.

75% of parents agreed that the school is attractive and well resourced and 87% agreed that the school is friendly, tolerant and accepting.

All staff strongly agreed that collaboration during the Learning from Home Period was very good. Feedback collected informally from parents and caregivers during this period was overwhelmingly positive.

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.