

2020 Annual Report

Minnamurra Public School



4498

Introduction

The Annual Report for 2020 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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Message from the principal

2020 was a year like no other. This was the year when our usual school routines and daily lives were disrupted by a world-wide pandemic known as COVID-19. In order to try to stop the spread of this deadly virus, Australia was forced to 'lock down'. International borders were closed and we were all told to "stay home". Only essential services were able to keep operating and schools were open in a limited capacity to cater for the children of essential services workers. On Monday 23 March, all students who were able to do so were "Learning from Home". Teachers needed to quickly adapt their lessons to a digital format, with students completing tasks at home and submitting them to their teachers online. The school was able to support this process by allowing families to borrow technology resources including iPads and laptops. All school activities were cancelled, including NAPLAN and sports events. All staff needed to follow 'social distancing' protocols and therefore all meetings were held online. On 25 May, all students were able to return to school for 'face-to-face' teaching which was a very welcome change for both teachers and parents! For the remainder of the year, we needed to adhere to many safety guidelines including no singing, gathering or dancing and parents were not allowed to enter school grounds. It was such a relief at the end of the year when restrictions eased enough for the Year 6 Farewell to go ahead and modified presentation assemblies.

Through all of the challenges of 2020, the strong sense of community at Minnamurra Public School shone through, with staff, students, parents and community all pulling together to support each other and stay connected.

School vision

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, "Learning to Live, Learning to Care", depicts the ethos that students develop skills to make them effective participants in society. We encourage our students to be responsible, be respectful and be their best. The school, which has an Indigenous population of 4%, meets the community's high expectations through quality learning programs delivered by experienced and committed staff. We provide regular opportunities for students to to develop and demonstrate their talents and interests in all areas. Differentiated learning occurs in all classes throughout the school to cater for the individual learning needs of our students. Programs are inclusive and needs based so that every student has the opportunity to participate in all aspects of school life. Our Aboriginal Education Team ensures cultural aspects are part of our learning programs and we are committed to fostering strong connections with our local community. Our pleasant and accessible outdoor play areas promote active lifestyles and healthy mindsets. The school is supported by an active P&C and 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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)
<p>Scope and Sequences</p> <p>Stages worked together to evaluate and re-write their scope and sequences for mathematics. This process is still evolving as teacher knowledge about the links between concepts develops.</p> <p>Mathematics Building Blocks for Numeracy</p> <p>Teachers K-6 completed the Mathematics Building Blocks for Numeracy online training modules, deepening their knowledge of the mathematics syllabus, the learning progression for numeracy and of their students as learners. The modules included professional readings and tasks where teachers were required to observe student learning and record their thinking in a professional learning journal. After completing each of the four modules, teams met in stages to discuss and reflect on their learning and share their journals.</p> <p>Collaborative Planning Sessions (Stage Teams)</p> <p>Each stage team met weekly for 2.5hrs working collaboratively on a variety of priorities including planning learning from home programs, working on the school's mathematics scope and sequence, building collective understanding in numeracy through discussions about teacher reflection journals, ensuring consistency in teacher report comments, improving our PBL matrix etc.</p> <p>Visible Learning</p> <p>Teachers participated in two 3 hour workshops presented by Corwin Learning. The executive staff participated in an additional training day learning alongside Gerringong Public School.</p> <p>PAT Tests</p> <p>The progressive achievement tests were completed by students in years 3-6. These tests will allow us to track student growth each year in reading and mathematics.</p>	<p>Numeracy \$4 260.</p>

Progress towards achieving improvement measures

SENA Tests

Students K-6 completed the SENA tests allowing teachers to observe their students, gaining valuable information about their knowledge and understanding in mathematics and to plot students on PLAN2, informing teaching for 2021.

Process 2: Literacy

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

Evaluation	Funds Expended (Resources)
<p>Spelling</p> <p>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. Scope and Sequences for each stage were developed and implemented throughout 2020. In order to track student growth, the Sound Waves diagnostic assessment tool was used K-6 at the beginning and end of the year.</p> <p>We continued to use a number of Sound Waves classroom resources to support the program including site licence, classroom posters and student charts.</p> <p>Wollongong Literacy Leaders</p> <p>Three stage leaders from Minnamurra Public School attended masterclasses as part of the Wollongong Literacy Leaders group twice per term throughout 2020.</p> <p>The training provided school leaders from a number of principal network groups with the opportunity to engage with an expert in Literacy Leadership to deepen their understanding of how students become literate and how those 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.</p> <p>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 readings in order to engage in reflection and collegial discussion about current literacy learning practices.</p> <p>The leadership team was empowered to develop literacy improvement programs contextual to the school and also share these within a network of schools.</p> <p>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.</p> <p>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.</p>	<p>K-2 Literacy \$29, 659.</p> <p>3-6 Literacy \$20, 265.</p>

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.

On-going Quality Literacy Professional Learning K-2

The K-2 literacy program continued to flourish throughout 2020 with three members of staff teaching students in K-2 receiving ongoing quality literacy professional learning. 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 engaged in 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
- * 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.

PAT Tests

The progressive achievement tests were completed by students in Years 3-6. These tests will allow us to track student growth each year in reading and mathematics.

Spiral of Inquiry Leadership Training

During Week 5 the three Assistant Principals attended leadership training in 'Spirals of Inquiry' led by the founders of the spiral, Judy Halbert and Linda Kaser. The APs spent two days of professional learning understanding the spiral, the research behind it and how to use it. The third day involved a visit to Lurnea Public School where we listened to presentations from teams of teachers and the principal about how spirals has been implemented at their school.

This learning will support the work already being undertaken in building a culture of continuous school improvement with learners at the centre.

3-6 Collaborative Planning Days

The Stage 2 and 3 teams planned an integrated English and Personal Development unit based on the learning the team had been doing with the Instructional Leader. The unit included rich learning experiences designed to build students' field knowledge and develop their skills in the areas of reading and responding, speaking and listening and writing.

High Potential and Gifted Learners

Progress towards achieving improvement measures

Throughout 2020, MPS offered a range of opportunities for gifted and high potential learners.

Students in Years 4 and 5 were offered the opportunity to participate in a STEM enrichment course, which used STEM principles to help characters with their problems in some entertaining children's books. Students worked collaboratively through the Design Thinking process, to ideate possible solutions, build and test prototypes, then make different iterations of their solution after testing.

Play Based Learning Kindergarten

The Early Stage 1 teachers attended two live webinars run by Walker Learning. These webinars were called:

- Overview of Play Based Learning for K to Year 2
- Creating an Engaging and Intentional Learning Environment

These webinars gave the Early Stage 1 teachers an introduction to play based/investigative learning in a K to 2 learning environment.

Process 3: Assessment

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

Evaluation	Funds Expended (Resources)
<p>Teachers deepened their understanding of assessment and differentiation through Visible Learning professional learning held throughout the year, creating learning goals and success criteria as well as creating tasks at different levels of thinking (SOLO).</p> <p>Professional Learning in mathematics challenged teacher's concepts about assessment and differentiation and this was evident in teacher reflection journals and team discussions following the learning.</p>	Professional Learning \$6 760.

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)
<p>Self-Assessment Survey (SAS) was completed by all staff early Term 1.</p> <ul style="list-style-type: none">• SAS completed at SDD PL by all staff - Day 1 Term 1• SAS results evaluated and presented to PBL Team, this information has helped to drive our 2020 milestones• SAS to be completed annually and comparison graphs to be analysed for future planning <p>PBL classrooms training Module 6 was presented at the SDD early 2020 as it reinforced our classroom systems to new teachers beginning at MPS. PBL Coach audit of PBL displays showed that all classrooms have classroom expectations clearly displayed and linked to PBL values.</p> <p>A review of the matrix involving whole staff, students and community commenced in Term 2.</p> <p>Whole School Reward Day in Term 1 was postponed due to COVID-19.</p> <p>Early Term 2, draft matrix was shared with staff and PBL leaders. Final feedback and changes were made and language was enhanced to include more contextually relevant behaviours.</p> <p>At the end of Term 2 all PBL documents were updated, including our flowchart of response and behaviour definitions and were ready to present to staff on SDD Term 3. PBL Team continued to update lessons to ensure consistent and explicit teaching of expected behaviours.</p> <p>At the end of Term 3 communication procedures were updated, however website still needs work. PBL student leaders are now publishing articles in newsletters and the focus of the week is communicated via the speaker system.</p> <p>Reward days were successful in Term 2 - 4 - Inflatable Fun Day (was funded from another school program), Pyjama and Popcorn day, Summer Party day.</p> <p>Coach Network Training was online due to Covid-19. One staff member attended Term 2 and 3.</p> <p>At the start of Term 3 data training was provided to all staff. EBS behaviour definitions have been updated and added and we have seen an improvement in data entry around the function of behaviour. This has also supported our whole school system when responding to behaviour.</p>	<p>PBL Total = \$4578.71</p>

Progress towards achieving improvement measures

During Term 3 PBL a signage competition was completed with every student in the school entering. A sign company has been organised and quote has been accepted - should be ready early 2021.

Due to significant restructuring, our AP PBL Coach Mentor was not able to complete the TFI in Term 4.

The PBL team will look at a new evaluation tool in 2021.

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

Evaluation

Funds Expended (Resources)

School Wellbeing Team

Wellbeing team was established in Weeks 6-11 of Term 1. This was also reviewed in Term 2 due to COVID-19. Wellbeing Team met regularly throughout 2020.

Flourish Program

All staff continued with the Flourish program in 2020 with the aim of promoting the importance of staff wellbeing.

Student School Leadership Programs

School Student Leadership teams are fully operational and our school guidelines were taken to P&C and endorsed, they will be added on our website.

New leadership badges will be ordered early in 2021.

School Guidelines - Anti-bullying, uniform and attendance

Anti-bullying plan, Uniform and Attendance guidelines were evaluated in Term 2

During Term 2 due to COVID-19 teacher relief day was not used for attendance team planning, however team began meeting and drafting guidelines.

Due to Covid-19 the Anti-bullying Team were not able to meet during the start of Term 2.

At the end of Term 2, the school **Anti-bullying plan** for 2020 was finalised and shared with the PBL team at a team meeting. This document has been saved into the Wellbeing shared folder on our school shared Google Drive so all staff have access.

Our school **Anti-bullying guidelines** were drafted and left with the executive for feedback in Term 2.

Attendance team met weekly in Term 3 to draft our **Attendance guidelines** in consultation with our executive team and HSLO.

Uniform guidelines were drafted, we received input from community and have been finalised..

During Term 3 all of these actions were completed:

Attendance Guidelines

The school Attendance team have/will-

Total = \$1800

Progress towards achieving improvement measures

- Provided professional development to all staff on our new Attendance Guidelines.
 - Discussed 'Attendance Guidelines' at: Kinder Parent Information session - handed out attendance flyer.
 - Hand out attendance flyer at the beginning of the school year and to new enrolments.
 - Provide regular 'Attendance' items for school newsletter and once per term include more details of attendance guidelines.
 - Make attendance a PBL focus once a term.
 - Once new Attendance Guidelines are finalised and staff have been advised every teacher needs to use the correct absence code and ensure that their class roll is their responsibility.
- Staff are confident in marking their rolls correctly and are able to follow the new attendance guidelines if they have concerns with a student's attendance.

Executive members receive a snapshot of attendance data each Monday informing of students who may be at risk.

We have started using an attendance target - 70% - to ensure we are confident with our system of tracking and all agree that in 2021 our attendance target will be 90%.

Future milestones for wellbeing are -

- Continue finalising draft attendance guidelines using updated DoE resource on portal.
- Set attendance target at 90% and use SCOUT data to set future school targets for attendance
- Executive members to discuss attendance targets at every stage meeting and support their teams to continue to mark their rolls accurately with codes
- Send beginning teachers to new online Professional Learning on attendance
- Attendance Guidelines will be shared with community at a P&C meeting in 2021 for endorsement.
- Updated school website to include all relevant information and guidelines for the community to easily access including student leadership guidelines
- Update Anti-bullying plan for 2021, do this annually
- Continue to embed Flourish staff wellbeing strategies into stage meetings and staff culture

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 Coordinator: A computer technician with extensive experience working with technology in Department of Education schools was booked to visit Minnamurra PS and assist with computer technical issues one day per fortnight for the whole of 2020. This ensured the smooth running of our school's devices and allowed students to successfully access these whenever required.	ZULU (Jamf) Subscription: \$711.00
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. These options also outlined the minimum system and wifi requirements to ensure any purchased devices could be used with the Departments wifi network. We made BYOD optional this year, as we have an extensive school bank of laptops and iPads available for student use if families opted not to provide their own device for 2020.	Teacher Relief: \$431.89
ZULU Subscription: The school's Zulu Subscription, which is the program used to run bulk updates of the software and apps on the school's iPads from one central location, was renewed for use in 2020.	iPad Purchase: \$8,400.00
EDUTECH Virtual Conference: Three staff members participated in the annual EDUTECH conference. This year the conference was held remotely via online workshops, lectures and presentations. This conference gave participants the opportunity to see the new technology available for schools, as well as ways to incorporate technology in teaching and learning programs.	iPad Storage Box (PC Locs): \$395.00
T4L (Technology for Learning):	iPads Cases/Covers: \$900.00
	Laptops and Secure Laptop Storage: \$20,672.10
	Computing/Technology Hardware: \$1,093.19
	Computing/Technology Consumables: \$186.28
	Sound Waves Online Subscription: \$1,110.00
	Key Word Sign App Licence: \$43.63
	Wall Mountable CPU Holder: \$79.33
	TOTAL: \$34,022.42

Progress towards achieving improvement measures

We used our school's T4L allocation to order more laptops to be used in Stage 2 classrooms as well as laptop storage cases to securely store and charge these.

School Device and Technology Purchases:

After purchasing additional laptops and iPads this year we have achieved the following over the last 3 years, we now have:

- 60 laptops and 2 storage trolleys for our Stage 3 classrooms
- 60 laptops and 6 storage and charging cases for our Stage 2 classrooms
- 75 iPads and storage/charging cases for use in our Early Stage 1, Stage 1 and Stage 2 classroom

The above device numbers equates to a ratio of 1 device per 2.2 students at MPS.

We also purchased iPad stands for use in our Early Stage 1 and Stage 1 classrooms to make filming and photo taking easier for our younger students.

Future Goals for Technology:

- to keep building up our school's laptop and iPad sets to achieve a device to student ratio of 1 to 1 for our students
- to update the current devices as needed to maintain full class sets
- to investigate, research, and purchase new devices/technologies as they become available so our students have access to the latest and most up to date resources available
- to continue training staff in the use of technology and in integrating technology in their teaching and learning programs
- to implement a whole school digital technologies scope and sequence

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)
<p>Class Dojo</p> <p>One hundred percent of Minnamurra's classroom teachers now use Class Dojo to communicate with parents. Class Dojo is also used to send reminders and alerts to our families via the school's Dojo page. The parent Tell Them From Me Survey results showed that the majority of our parents are very happy with the use of Class Dojo as a method of facilitating communication between home and school.</p> <p>School ENews</p> <p>The school ENews app is used to send out alerts as well as school newsletters to our families. ENews is also used by parents to submit student absence notes, and to access a link for online student payments. Parents receive an email notifying them of the alerts sent out to our families.</p> <p>Student Reports</p> <p>This year we once again used the Momentum Easy School Reports website to write our student reports. Modified reports due to COVID and home learning were sent out at the end of Semester One. We reverted to our usual school Report format for Semester Two reports.</p> <p>Parent Teacher Meetings</p> <p>This year we once again used 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. Parent/Teacher</p>	<p>Momentum ESR Licence (school reports): \$2,000.00</p> <p>Total \$2,000.00</p>

Progress towards achieving improvement measures

interviews were held during Term 3. These interviews were conducted over the phone due to COVID social distancing requirements.

Future Goals

Future Goals for communication are:

- establish a school wide communicating with parents policy that ensures teachers are able to contact and communicate with parents with increased consistency and frequency
- establish teacher guidelines for the use of Class Dojo to ensure consistency between classes
- establish a plan to enable teachers to reach out to parents more frequently throughout the year
- establish Home/School Communication guidelines to ensure positive and respectful communication
- develop a visual that efficiently illustrates the communication options available at Minnamurra

Process 3: Sustainability

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

Evaluation

Funds Expended (Resources)

Bin Pods:

Prior to Semester Two 2020, the waste management at Minnamurra Public School consisted of;

- 10 x 240L general waste bins located around the playground.
- 1 x 60L paper bins (blue) located in each working space.

The Sustainability Team introduced new bin pods with colour coded signage and lids. Currently, there are 10 bin pods in use, with each pod consisting of 3 bins (red - general waste, yellow - commingled recycling, and green - food waste). The team also uses certified compostable liners that meet Australian Standard (AS4736), in the green food waste bins to make emptying and cleaning more efficient for the Stage 3 Sustainability Leaders.

Stage 3 Sustainability Leaders

This year we formed a student sustainability/ environmental team with Year 6 leaders. This team of students were responsible for:

- Monitoring and emptying the Green Waste bins every Wednesday
- Making a plan to help the school community learn about the correct use of the bin pods including a plan to make short movies to help educate our students
- Attending fortnightly meetings to brainstorm ideas and review current practices

Trash Free Thursdays

We introduced Trash Free Thursdays in line with the KCOS sustainability plan. To promote the idea of waste-free lunch boxes, every Thursday students are encouraged to bring their lunch to school in reusable containers to help minimise the use of one-use-plastics at MPS. Reminders were sent out via the school newsletter as well as delivered during the Wednesday assembly in the COLA. 2021 Kindergarten parents were also notified of Trash Free Thursdays during Kindergarten parent information sessions so they could consider purchasing bento style lunch boxes for their children.

Future Goals

Future goals for the Sustainability Team are:

- continue monitoring the bin pods and rubbish in each coloured bin to identify areas of need for sustainability/recycling lessons
- continue with a Stage 3 Sustainability student leadership team

Progress towards achieving improvement measures

- review the KCOS sustainability plan and select ideas for future implementation at MPS
- investigate the installation of solar roof panels
- investigate the ability for MPS to participate in return and earn initiatives

Process 4: Aboriginal Education

Indigenous and non-indigenous staff and students participate in Aboriginal cultural events.

Evaluation	Funds Expended (Resources)
<p>Aboriginal and Torres Strait Islander Education Team:</p> <p>Early in Term 1, an Aboriginal and Torres Strait Islander Education team was established across the staff. The Aboriginal and Torres Strait Islander Education team reviewed the team's goals for the year with support from School Services.</p> <p>Personalised Learning Pathways (PLPs)</p> <p>Minnamurra's Aboriginal and Torres Strait Islander Education team leader contacted the local Aboriginal Community Liaison Officer and organised a meeting to discuss our school's PLP process, and to get feedback on implementing meaningful Aboriginal perspectives across the school.</p> <p>The team also contacted Kiama High School to obtain a copy of the High School PLP document to adapt for our Year 6 students. PLP documents were redesigned and enhanced for 2020.</p> <p>Personalised Acknowledgement of Country</p> <p>Minnamurra's Aboriginal and Torres Strait Islander Education team leader contacted a Local Elder to assist with the writing of a personalised Acknowledgment of Country for our school. The Local elder came to our school to support our Aboriginal and Torres Strait Islander students with this task.</p> <p>Our new Personalised Acknowledgement video was showcased at presentation days and also at a 2021 Kindergarten Parent information night.</p> <p>Our new personalised Acknowledgement was successfully implemented into the school. It is displayed in the front office and in each classroom, and spoken during whole school events and presentations.</p> <p>NAIDOC WEEK</p> <p>Our school's Aboriginal and Torres Strait Islander Education team leader worked with KCOS to take our Aboriginal and Torres Strait Islander students to the NAIDOC Cultural Day at Warri Beach which was organised by council and our KCOS.</p> <p>The Aboriginal and Torres Strait Islander Education team worked to create in-school NAIDOC week awareness and activities. NAIDOC Week information and activities were created and sent out for classrooms to use throughout NAIDOC week. A whole school Indigenous sports day was also organised to help celebrate NAIDOC Week.</p> <p>Aboriginal and Torres Strait Islander Support Officer (SLSO)</p> <p>An Aboriginal and Torres Strait Islander Education support officer was employed to support our students, and to advise our staff on the implementation of Aboriginal perspectives throughout the school. The aim of this new role is to promote and nurture a sense of belonging amongst Aboriginal students. The support officer will be building communication networks between the school and local families.</p>	<p>\$4250 - Casual teacher relief for PLP writing, PLP review meetings, NAIDOC Week organisation, Personalised Acknowledgment of Country writing, and Aboriginal Education Leader planning days.</p> <p>\$13 000 - employment of Aboriginal and Torres Strait Islander school support officer (SLSO)- two days per week for two terms.</p>

Progress towards achieving improvement measures

Our Aboriginal Liaison Officer works for two days per week with Aboriginal students needing support, and also assisted with Year 6 transitions to high school.

Aboriginal Leadership Certificates

Aboriginal Leadership Certificates were presented to two students at our Year 6 presentation.

Future Goals:

Future Goals for Aboriginal Education are:

- continue the employment of our Aboriginal and Torres Strait Islander Education support officer to support our students and staff
- continue to utilise the available support staff within our school and wider community to enhance the inclusion of Aboriginal and Torres Strait Islander perspectives in our teaching and learning programs
- establish an Aboriginal and Torres Strait Islander lunchtime group and organise meaningful activities for these students to participate in so their sense of belonging is nurtured and improved
- ensure all Aboriginal and Torres Strait Islander students are given the opportunity to participate in community cultural events
- establish a Bush Tucker Garden

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$19 904	<ul style="list-style-type: none"> - 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	\$2 093	Contribute to employing SLSO
Low level adjustment for disability	\$32 433	employment of 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	\$24 963	Employ SLSOs

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	201	206	200	211
Girls	204	202	199	206

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	94.6	95.4	96.8
1	93.7	94	94.6	95.1
2	96.2	95.3	90.7	94.6
3	92.7	93.9	93.5	94.8
4	93.6	93	93.7	95.5
5	92.8	93	92.5	94.7
6	92.4	91.8	92.9	94.5
All Years	93.8	93.6	93.3	95.2
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)	3
Classroom Teacher(s)	17.18
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.24

*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	521,176
Revenue	4,083,961
Appropriation	4,001,983
Sale of Goods and Services	11,529
Grants and contributions	69,815
Investment income	634
Expenses	-4,056,726
Employee related	-3,610,496
Operating expenses	-446,230
Surplus / deficit for the year	27,235
Closing Balance	548,411

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	253,374
Equity Total	157,438
Equity - Aboriginal	19,904
Equity - Socio-economic	26,439
Equity - Language	2,093
Equity - Disability	109,002
Base Total	3,131,128
Base - Per Capita	97,409
Base - Location	3,725
Base - Other	3,029,995
Other Total	310,951
Grand Total	3,852,891

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

In 2020, the school participated in the Tell Them From Me (TTFM) Surveys conducted by CESE - Centre for Education Statistics and Evaluation.

Parent Survey:

Strengths of the school indicated by responses in the parent survey included: the staff, positive and inclusive school community and learning environments. Parent feedback suggests that the teachers and staff at Minnamurra Public School are dedicated, experienced and really know the students. Parents were very satisfied overall with the sense of community, belonging and warm school environment.

'Communication' was the main theme evident as an area for improvement in the 2020 parents as partners TTFM survey. Overall parents were not looking for a new type of communication but rather more frequent and consistent communication initiated by teachers. It was evident that parents wanted to be more involved in the learning process and know more about their child's social and emotional development as well as academic progress.

Student Survey:

Items considered a strength with scores at or above the Government norm included:

- Students with positive relationships
- Students with positive behaviour at school
- Effective learning time
- Low rates of students who are subjected to bullying
- Advocacy at school
- Positive teacher student relations

A stand-out area for improvement from the 2020 TTFM student survey was in the area of social engagement with only 68% of students indicating a positive 'sense of belonging' at school, compared to 81% across NSW. This was consistent with the 2019 result so could not be explained as a COVID related issue. This deficit was also reflected in 60% of students providing a positive response to being "interested and motivated" compared to a NSW mean of 78%.

In an open-ended question response to "What Makes an Effective Learner", 59% of participants mentioned "compliant behaviours". Only 3% mentioned asking questions or feedback, 6% mentioned 'goals' in their response and 7% mentioned collaboration. This gives an indication of the need for ongoing work around evidence-informed effective teaching and learning strategies in order to actively engage learners and set high expectations for success.

Teacher Survey:

Teacher responses related to the "eight drivers of student learning" rated above state norms in Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Inclusive School and Parent Involvement. Only one area had results lower than the State norms: Technology. The lowest agreement ratings in this area related to the use of technology to set goals and provide feedback.

Of the "Four Dimensions of Classroom and School Practices", the area of Quality Feedback rated the lowest although this score was equal with State norms.

Feedback from all surveys was used in developing the 2020 Situational Analysis which informs the 2021-2024 Strategic Improvement Plan.

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.