

2023 Annual Report

Minmi Public School



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Introduction

The Annual Report for 2023 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 Strategic Improvement 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

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School vision

We inspire every student to succeed and thrive.

School context

We would like to acknowledge the traditional owners of this land, the Awabakal people and pay our respects to the elders, past, present and future. They hold the memories, the traditions, the culture and hopes of Aboriginal Australia. We must always remember that this land was, and always will be, Aboriginal land.

Minmi Public School is located on the outskirts of Newcastle. The current enrolment is 140 students. School numbers have steadily increased in the last few years and this is reflective of the development in the local area. We anticipate this trend will continue, and even escalate in the near future. Our Aboriginal student population has increased from 6.5% over the last two years to 10% of enrolments in 2023. EAL/D student numbers have also increased from 6.5% to a current enrolment of 8%. Our FOEI is 71, which is a slight increase from 2022. Our ICSEA is 964. In 2023, we have maintained six classes.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed these reflective practices based on quality data analysis.

We have also identified a need to use data driven practices that ensure all students stage appropriate learning through quality teaching practices. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction.

Our school provides a range of high quality extra-curricular opportunities including sport, debating, Star Struck and a wide range of cultural and well being activities. We are a proud member of the Callaghan Network of Schools, recognising and celebrating that 'it takes a network to raise a child' and continuing to work collaboratively to promote joint initiatives and achieve joint goals.

We work collaboratively with Muloobinbah Local Aboriginal Education Consultative Group (AECG) to ensure Aboriginal history and culture is acknowledged and celebrated. Aboriginal perspectives and programs are embedded in teaching and learning programs as well as extra curricular activities both inside and outside classrooms.

Minmi PS enjoys strong support from the P&C. We will continue to consult and collaborate with our parent body as we work together to achieve success in the three Strategic Directions of the School Improvement Plan.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will develop high quality teaching and learning programs and enhance the delivery of personalised learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy
- Personalised Learning

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Low level adjustment for disability

Summary of progress

Literacy and Numeracy

A consistent whole school approach continued to be a focus through the consolidation of clear procedures and processes. These were refined as necessary and documented to ensure whole both implementation and continuation. These were embedded in day to day routines as well as recorded in teaching and learning programs and whole school One Note programs. Planning, programming and classroom practices continued to be a focus and high expectations, enrichment and consistency were ensured through lesson observations, professional learning, collaborative planning days and careful documentation in regard to implementation and evaluation. Consolidation in the areas of data analysis and reflective practices for all staff. These practices were guided by the QDAI (Question, Data, Analysis, Implications) process and participated in by all staff. Professional learning in 2023 continued to support this initiative while collaborative opportunities are now inherently embedded practice supported and evidenced by written scaffolds and anecdotal feedback from all staff. The implementation of the new English and Numeracy syllabus documents will also be a focus with all staff being supported in the classrooms by the APCI and other executive staff. High impact professional learning will continue to target support as required to assist effective implementation, and subsequent student achievement.

Personalised Learning

One on one feedback has continued to be a focus in every classroom with formative assessment strategies being specifically and strategically applied. This has been supported by the school wide continuation of personalised goals for all students. These goals are jointly negotiated with students who are largely able to articulate their own goals. Students are continually supported in the classroom to have a clear understanding of learning intentions and how to maximise their learning. The COVID Intensive Learning Program was continued with a small group focus run in close consultation with classroom teachers. All students in the COVID ILSP program, including those who are demonstrating high performance or high potential had their progress tracked using the PLAN 2 progressions and all recorded positive growth in their focus areas. The school will continue to ensure individual students have collaboratively set learning goals in 2024 with a further focus of effectively communicating these to parents and caregivers. In 2024, the COVID Intensive Learning Program will have a specific focus of supporting Stage One students while the Learning Support Team will focus on individual students who require extra support or extension.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
There is an uplift of 25% in students	83% of Years 1-6 students were on track or above that threshold.

<p>(Yrs 1-6) achieving within or beyond the on-track bracket threshold in the area of Reading Fluency</p>	
<p>Using Check In Data, there is an uplift of 5% in achievement in the Number Sense and Algebra strand from 2022 cohorts compared to the same cohort in 2023.</p>	<p>Each cohort with comparable data (Years 4, 5 & 6) recorded growth (11.4%, 4% and 6.8% respectively. This was an average uplift of 7.4%</p>
<p>Improvement as measured by the School Excellence Framework</p> <p>LEARNING</p> <p>Element: Curriculum (E)</p> <p>Focus - Whole Theme (E)</p> <p>Element: Assessment (S&G)</p> <p>Focus - Whole Theme (S&G)</p> <p>Element: Student Performance Measures (S&G)</p> <p>Focus - Whole Theme (S&G)</p>	<p>Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing across the elements of curriculum, assessment and student performance measures.</p>

Strategic Direction 2: Data Based Practices

Purpose

To promote evidence based teaching and learning processes that centre on the reflective use of data and embedded differentiation to support all stakeholders

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- High Impact Professional Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
English language proficiency
Professional learning
QTSS release

Summary of progress

Data Driven Practices

The collection of meaningful data has become an embedded practice across all classrooms at Minmi Public School with the analysis and subsequent follow up undertaken as a whole school as well as in stage and year groups. This has been further supported by the new Assistant Principal Curriculum and Instruction (APCI). Data collection continues to be supported by a school wide Assessment Schedule which has been the focus of stage based collaboration sessions and which now also includes individual class and stage assessments as a result. This schedule has continued to develop in line with the implementation of the new syllabus documents and the units of work aligned with these. Data analysis is embedded in meetings where all staff provide written reflections in regard to the data collected; implications for the school's teaching and learning programs are then reviewed and changes made accordingly. High impact professional learning focused on meaningful data collection and analysis .

The commencement of a part time Assistant Principal, Curriculum and Instruction (APCI) in 2023 allowed further 'shoulder to shoulder' meaningful data collection and analysis in addition to the implementation of subsequent adjustments to the existing teaching and learning programs (and the implementation of the new K-2 syllabus). It also allowed a great deal of collaboration around assessment and data collection points in line with the relative units of work. This will continue to provide further opportunities to ensure data collection is systematic and consistent and which meaningfully informs teaching and learning programs in 2024.

High Impact Professional Learning

Quality Teaching, Stronger Students (QTSS) sessions where teachers were mentored, developed individual Performance Development Plans (PDPs), and took part in, and reflected upon lesson observations, continued to be embedded in the school timetable in 2023. Where applicable, these were also directly linked to Beginning Teacher Time (BTT). The Professional Learning Schedule was further developed to ensure it was directly linked to the Australian Professional Standards for Teachers. Teachers utilised the What Works Best (Centre for Education Statistics and Evaluation) self assessment to highlight areas for further development and utilising these to further inform individual PDP goals. This, in turn, informed part of the Professional Learning Schedule.

In 2024, executive staff, including the APCI, will continue to support the development, delivery and implementation of professional learning across the school. QTSS will continue to support teachers at point of need while BTT will be used to support the NESA accreditation process.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework Teaching <ul style="list-style-type: none"> • Data Skills and Use - S&G • Learning and Development - S&G • Professional Standards - Excelling 	Self assessment across the School Excellence Framework shows the school currently performing at delivering in the element of data skills and sustaining and growing in the elements of learning and development and professional standards.
Improvement as measured by the School Excellence Framework <ul style="list-style-type: none"> • Professional Standards - Excelling 	Self assessment across the School Excellence Framework shows the school currently performing sustaining and growing in the element of professional standards.

Purpose

To promote a safe respectful and responsible learning environment that supports the wellbeing of all stakeholders to connect and succeed.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engagement
- Attendance

Resources allocated to this strategic direction

Aboriginal background

Summary of progress

Engagement

After community consultation, research regarding language and regular communication with the AECG, the school's new sporting houses were launched having been renamed in 2022 in a culturally sensitive and respectful manner. Didge group continued and was attended by all of the Aboriginal boys enrolled at the school in addition to being joined by several non-indigenous students. The new sporting houses were supported by the establishment of team shirts and flags utilising the artwork that was commissioned in 2022.

Minmi PS continued to work toward consolidating a whole school approach to well being with a consistent approach in each classroom through the collaborative development of common language and resources and the utilisation of the PAX program. All teaching staff attended professional learning and the program was implemented across the school, including in the playground. Strategies and resources were also shared with the onsite OOSH provider at their request.

The students will commence the 2024 school year in their new house groups and compete in these for both the swimming and athletics carnivals during the year. Fortnightly meetings involving the principal and the school captains will also continue with the added dimension of reporting to and liaising with the P&C in regard to fund raising and other school events planned by Year 6.

In 2024, the PAX program will continue to be strengthened through further PL and strong, consistent implementation. It will be further supported through the school wide adoption of The Resilience Project which has been jointly funded by the school and the P&C.

Attendance

In 2023, attendance at Minmi PS was no longer impacted by the COVID pandemic but overall attendance data continued to be reflected the large amount of illness throughout the student cohort across the year. Individual student attendance continued to be closely monitored by classroom teachers as well as part of the weekly communications and executive meetings. Procedures in regard to follow up of parents were followed closely and recorded in Sentral. Individual notices with attendance rates were issued in order to highlight the impact absences had on students' ability to engage with their learning. A large variety of enrichment activities were made available to the students in the playground each day including being greeted by name at the front gate by an executive staff member and the school therapy dog each morning. This has been the subject of a great deal of positive, anecdotal feedback from both students and parents and has been instrumental in managing instances of school refusal.

In 2024, the school will continue all of the above activities along with any individual interventions to support talent development and enrichment highlighted by data analysis and specific situations. Playground improvements will also be completed increasing the range of activities and spaces students are able to avail themselves of.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Over 93% of students attend >90% with Aboriginal and Torres Strait Islander students achieving the same marker	73.7% of all students recorded an attendance rate of >90% with Aboriginal students achieving 65.4%.
The Tell Them From Me - Student Survey 'Students who are interested and motivated' element will exceed 75%	29% of students reported that they are interested and motivated.
<p>Progress as measured by the School Excellence Framework:</p> <p>LEARNING</p> <ul style="list-style-type: none"> • Element: Learning Culture Focus: Whole Theme - Excelling • Element: Wellbeing Focus: Caring for Students - S&G • Element: Reporting Focus: Parent Engagement -S&G <p>LEADING</p> <ul style="list-style-type: none"> • Element: Educational Leadership Focus: Community Engagement - S&G 	Self assessment against the School Excellence Framework shows the school currently performing at delivering in the element of wellbeing and sustaining and growing in learning culture, reporting and educational leadership.
The Tell Them From Me - Aboriginal Student Survey 'I feel good about my culture' element exceeds 82%	78% of Aboriginal students reported that that they feel good about their culture.
The Tell Them From Me - Student Survey 'Students' sense of belonging' element will exceed 89%	68% of students reported that they have a sense of belonging.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$133,385.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Minmi Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Individual students have been supported in a targeted, explicit manner to enable equitable access to the curriculum and inclusion in school events.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support the development of SLSO staff to empower them to support our students by recognising individual needs and applying appropriate strategies.</p>
<p>Socio-economic background</p> <p>\$21,689.72</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Minmi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support collaboration days to enable CTJ and data analysis. <p>The allocation of this funding has resulted in the following impact: Assessment practices across the school are showing marked increase in consistency. Teaching programs reflect compliance with the school wide Assessment Schedule while minutes from Collaboration Days reflect directed discussions around the implementation and analysis of these resources.</p> <p>After evaluation, the next steps to support our students will be: In 2024, we will continue to develop the assessment schedule ensuring it has strong ties to both data collection and teaching and learning programs. Analysis and comparison of student work samples will also be a focus at stage meetings and on collaboration days.</p>
<p>Aboriginal background</p> <p>\$15,339.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Minmi Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$15,339.61</p>	<ul style="list-style-type: none"> • employment of external specialistst to support Aboriginal programs, such as Didge Group, within the school. • enabling participation of all students to NAIDOC activities at other schools. • employment of an Aboriginal artist to collaboratively design the Year 6 shirts with students to ensure a meaningful design. <p>The allocation of this funding has resulted in the following impact: All students being able to access workshops specifically targeting positive change and raising cultural awareness. Culturally appropriate artworks adorn the uniforms.</p> <p>After evaluation, the next steps to support our students will be: We will be consulting with the community and utilising a variety of resources to build positively upon these experiences and knowledge for all of our students.</p>
<p>English language proficiency</p> <p>\$4,099.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Minmi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of casual staff to allow release of classroom teachers to collaborate and plan to ensure differentiation and individualised, targeted classroom support. <p>The allocation of this funding has resulted in the following impact: Data was systematically collected and analysed to inform teaching and learning programs with specific emphasis on students from EALD (English as an additional language or dialect) and their academic progress.</p> <p>After evaluation, the next steps to support our students will be: ongoing data analysis in order to further individualise support for the identified needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$63,847.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Minmi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Executive staff were released from face to face teaching responsibilities in order that they can support the planning, delivery and resourcing of curriculum across the school. <p>The allocation of this funding has resulted in the following impact: teaching staff were released from class for coaching and collaboration, during individual sessions which were used to meed PDP goals and to inform teaching and learning programs and to differentiate these for individual student's needs.</p> <p>After evaluation, the next steps to support our students will be: Teachers will continue to be supported in mutually identified areas of need.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$11,637.66</p>	<p>Professional Learning for Teachers and School Staff Policy at Minmi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs. <p>The allocation of this funding has resulted in the following impact: A pedagogical framework is apparent across the school with all teachers utilising the collegially agreed upon programming documents.</p> <p>After evaluation, the next steps to support our students will be: professional learning will continue to support teaching and learning through consistency in documentation ensuring all requirements are met.</p>
<p>QTSS release</p> <p>\$26,396.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Minmi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Work samples from classes support a clear line of sight through scope and sequence documents, teaching and learning programs and assessment tasks. Writing samples have been collected, compared and analysed in stage meetings. Collaborative planning has been supported through the provision of time provided to all teaching staff to plan and develop teaching programs collegially.</p> <p>After evaluation, the next steps to support our students will be: Professional Learning will continue to be targeted. In 2024, the school will also take part in Instructional Teaching Rounds which will identify and target areas of need on a whole school basis.</p>
<p>COVID ILSP</p> <p>\$37,759.69</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Individual students were targeted with small group tuition delivered by the classroom teacher whilst a casual teacher continued the teaching and learning program.</p>

COVID ILSP

\$37,759.69

After evaluation, the next steps to support our students will be:

In 2024, the same students will have their progress tracked by the Learning Support Team while COVID ILSP funding will be utilised in Term 2 and Term 3 to maximise impact.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	74	77	81	73
Girls	49	53	57	67

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.7	95.7	88.5	93.4
1	93.2	94.4	87.6	90.9
2	86.9	94.4	87.9	93.5
3	84.1	93.0	86.6	92.4
4	91.6	89.0	88.2	89.9
5	92.8	91.0	83.5	90.8
6	90.0	93.4	83.3	87.2
All Years	91.0	93.1	86.4	91.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	1.2
Classroom Teacher(s)	4.78
Learning and Support Teacher(s)	0.4
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	63,207.15
Revenue	1,764,949.88
Appropriation	1,683,279.23
Sale of Goods and Services	8,010.34
Grants and contributions	70,438.23
Investment income	3,222.08
Expenses	-1,738,532.12
Employee related	-1,533,559.14
Operating expenses	-204,972.98
Surplus / deficit for the year	26,417.76
Closing Balance	89,624.91

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.

	2023 SBAR Adjustments (\$)
Targeted Total	87,751
Equity Total	104,976
Equity - Aboriginal	15,340
Equity - Socio-economic	21,690
Equity - Language	4,100
Equity - Disability	63,847
Base Total	1,202,462
Base - Per Capita	35,916
Base - Location	0
Base - Other	1,166,547
Other Total	93,925
Grand Total	1,489,115

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey reported the following:

Parents

- 17% of parents agreed the school was able to access specialist assistance for their child when needed
- 78% agreed school is a culturally safe place
- 78% of parents would recommend the school to other parents
- 65% of parents agree the school has a culture of high expectations
- 83% of parents agree their child is proud to be a student at Minmi PS

Students

- 29% report they are interested and motivated in their learning
- 74% of students try hard to succeed in their learning
- 76% of Aboriginal students feel good about their culture
- 88% of Aboriginal students believe their teachers have a good understanding of their culture
- 73% reported they feel proud of their school

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.