



Minimbah Preschool, Primary School Aboriginal Corporation.
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Minimbah Primary School

Annual Performance Report to the School Community 2014

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Introduction

Minimbah Primary School is registered by the Board of Studies (New South Wales) and is a member of the Association of Independent Schools.

The Annual School Report provides parents and the broader school community with accurate and objective information about various aspects of school performance and development.

The report demonstrates the efforts of all Minimbah staff in supporting our students to achieve optimum learning standards in a safe and caring environment.

This Report is a legislative requirement under the School Assistance Act, 2008. The information in this Report is made available on the school website www.minimbah.net and can be obtained from the school business office.

Message from the Principal

I am very pleased to present to you the Annual Minimbah Primary School Report. As Principal, I am very proud of our school, our dedicated team of teachers, our students' achievements and the support we receive from our students' parents/carers and the broader school community.

At Minimbah School the differences in children's learning styles are recognised and supported. We encourage our students to strive for their best academically and take responsibility for their behaviour.

The 2014 school year has seen the continuance of Low SES National Partnerships Agreement and the ILNPP program. We have continued to develop a values based vision for the school and to implement and embed the Minimbah Core Values. Noticeable changes are evident in the culture of the school and in student engagement with learning. To ensure that we continue to develop better partnerships with our families, the Personal Learning Plan, The

Minimbah Learning Journey is built into the school's curriculum to encourage parent engagement.

During 2014, significant achievements were made through:

- professional development of all teachers in LIN (Learning In Numeracy) and LIEN (Learning In Early Numeracy) and Accelerated Literacy programs to improve literacy and numeracy outcomes
- professional development of all teachers, Kindergarten to Year 6 (K-6), in effective practices for numeracy with a focus on student assessment of and for learning; the development of mental computation strategies and of understandings about the teaching and learning of number
- participation in the School Chaplaincy Program
- leadership development for change management through the Beginning Principal's course and the Middle Leaders program
- involvement in the Indigenous Focus schools program to assist indigenous students with literacy and numeracy

(Professional learning and developing teacher standards

Professional learning undertaken by staff in 2014 included the following:

- **Accelerated Literacy**
- **MultiLit & MiniLit Professional Development Workshops**
- **Low SES National Partnership Leadership Course**
- **LIN and LIEN Mathematics training**
- **Aboriginal and Torres Strait Islander Perspectives Across the Curriculum**

I certify that the information in this report is the result of a detailed school self-evaluation process and it is a true and accurate account of the achievements, operations and focus for improvement.

Jennifer Brown

Executive Principal

30 June 2015

Board of Directors Report

A report of the Board of Directors Minimbah Preschool, Primary School Aboriginal Corporation was not submitted as the Office of the Registrar of Indigenous Corporations had replaced the Minimbah School Board with a Special Administration in November 2014. A Special Administrator was given the responsibility to review the financial management and school governance and implement new financial strategies and school structures as required. The Special Administrator's Report will be presented at Board appointed before the 27 May 2015.

About our School

Minimbah Primary School is a small, yet growing Independent school in Armidale, NSW for Aboriginal children and children from the wider community. Minimbah welcomes all students from Preschool to Year 6 into our family orientated school community. The school enrolment was **79** students in the Primary School at the end of 2014.

Significant achievements have been made in student attendance and engagement. The Primary School was established in 1996 so that the preschoolers had a seamless transition into primary school. It has grown from an enrolment of 10 students to the 79 that we have today.

The school was established because parents wanted their children to be educated in a culturally safe environment. Being an Aboriginal school we have a commitment stronger than many similar establishments to help achieve the outcomes mainstream Australia see as a norm. We understand many of our students face added challenges in their education due to both their cultural background and socio-economic background.

Community and School Relations

At Minimbah Primary School we actively encourage involvement of our students' parent/carers and members of the local community in the educational life of our school. Many family members/carers support our students by being helpers; excursion supervisors; volunteer for activities at school events and sporting carnivals; and share their knowledge and experiences with our students and staff. The support of all members of our school and broader community is invaluable and we could not provide the same opportunities for the children without their ongoing involvement and commitment.

Our Staff

Minimbah Primary School has an Executive Principal, 4 full time teachers, 1 part-time Learning Support Teacher and 1 part-time RFF teacher. With National Partnerships funding we have been able to employ an additional teacher to release the Principal from having a regular teaching load.

In addition, the Close the Gap funding has allowed the school to employ 1 full-time MultiLit tutor. National Partnership funds also provided professional support from a Speech Therapist, Educational Psychologist and a Literacy Consultant.

We have a mix of three classroom teachers with extensive teaching experience and one classroom teacher in her second year of full time teaching. Our teachers are committed and enthusiastic about the delivery of our unique curriculum approach and provide learning opportunities that are culturally inclusive and relevant to the individual learning needs of each child.

Minimbah Primary School acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality and facilitated by the Independent Schools Centre for Excellence.

Staff Retention

In 2014, Minimbah Primary School employed 2 new full-time teachers. We also employed one part-time teacher to run the Transition program for 4 year old children.

Administration Staff

Minimbah Primary School has a fulltime administrative officer, one full time office worker and one part-time payroll officer.

All teaching staff achieved registration with the NSW Board of Studies and all staff achieved working with Children clearance in line with departmental and State expectations

<i>Positions</i>	<i>Name</i>	
Executive Principal	Jennifer Brown	
Office Manager	Bruce Ryan	
Administration	Liana Simmons	
<i>Number Of Staff</i>	<i>Full Time</i>	<i>Part Time</i>
Total Number of Teachers	4	2
Total number of support staff	3	1
Total number of Indigenous staff	3	1

Students

Minimbah Primary School has a student population that is steadily growing. 2014 began with 5 students enrolled at Minimbah Primary School and ended the year with 79 students enrolled.

100% of the students attending Minimbah School are Indigenous. 2.6% of students have been identified with Special Educational Needs and as requiring additional targeted support to meet these needs.

Current and Previous Years' Student Enrolments

Year	Boys	Girls	Total
2012	34	28	62
2013	31	36	67
2014	34	45	79

Student Attendance Profile

This year the school has continued to monitor and implement tracking procedures for student attendance. Attendance data is reviewed weekly and followed up at staff meetings.

Overall attendance is as follows: 2012 -85.14%, 2013 – 86.12% and 2014 – 84.6%.

Management of Non-Attendance

A computerised attendance and roll marking system is in operation that enables teachers to regularly monitor student attendance. Administration Staff collects the roll books and enters the data electronically. Administration calls families of students that are absent each day. If contact cannot be made an absentee notice is sent home with the student upon their return to school or posted out. Where attendance continues to be of concern the case is referred to the Executive Principal who then contacts the family directly. If this strategy is unsuccessful, the HSLO at DEC is contacted to do a home visit.

School policies

Minimbah Primary School has established policies for Education and Professional Learning, student welfare, discipline and complaints, staff development and conduct and grievances as well as Procedural policies. These policies are available for inspection from the Executive Principal.

Student Welfare

As a predominately Aboriginal school, the values of *Belonging, Identity, Knowing, Kindness and Confidence* continue to be key to the school culture. The core values of the school equip the students with the skills and attitudes they need in order to function as compassionate and

respectful citizens who can “walk in two worlds”. The introduction of the Responsible Behaviour Plan at the end of 2012 has seen support from families when dealing with student behaviour.

Our school encourages students to make positive choices about their behaviour both in and out of the classroom. Our aim is to create a happy, caring and safe learning and social environment.

To promote positive behaviour, consequences and procedures are in place to support our students’ behavioural development. This process may involve teachers, principal, and parents. It may be necessary for an outside agency to be involved in managing a behavioural issue.

The issue of bullying is addressed very seriously and is mentioned particularly in the school’s Responsible Behaviour Plan.

Parents /carers will be contacted if there is a serious incident that involves their child at school.

In 2014 we also introduced a “Zero Tolerance to Violence” Policy where any act of deliberate physical violence results in a suspension

School Planning

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with National Partnership on Low SES School Communities.

Teaching and Learning

Being a focus through National Partnership the school has continued to implement a whole-school plan that addresses:

- Student Engagement
- Student Literacy
- Student Numeracy
- Teacher Quality
- Parent and Community Partnership
- Student Wellbeing
- Student Attendance
- Transition and Pathways

The school has dedicated both considerable effort and resources to deliver on these targets. Our targets are data driven and **measurable through parent and staff surveys**, meetings and in-class testing of students. This information has informed the school of the need to continue the implementation and development of:

- 8 Ways, an Aboriginal Learning Framework
- Minimbah Primary School Core Values
- Personalised Learning Plans- the Minimbah Learning Journey

- Accelerated Literacy
- LIN and LIEN Numeracy Program.
- An 8 Ways approach to Mathematics across all stages.
- A quality Transition program for pre-school students.

In 2014 Minimbah Primary School continued to deliver MiniLit and MultiLit programs through Close The Gap funding. Funds have allowed for the provision of employment, training and resources to target identified students. Results indicate the success of the program in closing the gap in literacy for all students participating in the program. MultiLit and MiniLit both compliment Accelerated Literacy, the whole school approach to literacy.

Additionally, Minimbah Primary School continues to collaborate with TAS (The Armidale School) as a way of building community partnerships, breaking down barriers and promoting understanding and reconciliation. The “Read and Play” project is a weekly event that has been operating successfully since 2010. Combined athletics carnivals and the regular use of TAS facilities has greatly assisted in developing relationships between students and staff alike. TAS also offer scholarships to our boys entering year 7 and we share our NAIDOC Week activities. This partnership continues to provide a unique experience for the students and staff of both schools and is assisting to develop the respect and understanding needed for true reconciliation.

Minimbah has also developed a partnership with Radford College in Canberra. Year 11 students from Radford visit Minimbah twice a year and spend a week with our students in the classroom. This partnership has lasting reciprocal benefits for staff and students from both schools

Accelerated Literacy

Minimbah Primary School has implemented the *Accelerated Literacy* approach to teaching literacy since 2009. The program is supported through Intensive Training for new staff members, additional professional learning at the school, regular staff meetings, programming assistance and classroom consultancy support. Since the implementation, the Minimbah NAPLAN results have been steadily improving.

Student Support program (Val)

The focus of the support program is to address the learning of crucial oral language structures and conventions. Students also learn listening skills and strategies that will support them in accessing knowledge and skills in all Key Learning Areas.

MultiLit and MiniLit

A paraprofessional has been employed to implement these programs for students with identified needs in literacy.

Fast ForWord

This computer based brain training program has been implemented this year and is achieving positive results for students.

National Assessment Program - Literacy and Numeracy (NAPLAN) 2014

Students in Year 3 and Year 5 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2013. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy

and aspects of Numeracy. The test provides a measure of the students' performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance. The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Band 2 is the minimum standard for Year 3 and band 4 is the minimum standard for Year 5. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported on the My School website at www.myschool.edu.au .

GENERAL RECOMMENDATIONS From 2014 Year 3 & 5 NAPLAN ANALYSIS

1. **Vocabulary development:** Continued introduction of new vocabulary on a daily basis in context. This requires the use of vocabulary from their study text or be related to it or generated from discussion about the text. Teachers are using word walls and creating contexts for students to use them.
2. **Reading:** Focus on the ability to apply information into a new context, identify main idea or connect information questions.
3. Ensuring that all students practice reading everyday that goes beyond the reading of the study passage. Teachers are using many quality reading strategies to extend student reading opportunities (cloze, proofreading, focussed reading exercises, reading other books by the same author, on the same topic, factual texts etc). Teachers are supplying reading contracts to enable them to work with specific groups within the class.
4. **Writing** Use of paragraphs to organise writing.
5. **Persuasion:** Develop the oral vocabulary of persuasion especially the use of modality as a preparation for writing.
6. **Spelling:** Specific teaching of homophones (there are approximately 400)
7. A stronger focus (daily practice) in recognising what looks right in spelling- stronger development of visual knowledge.
8. Emphasising that students need to use other strategies than relying on sounding out words. In both years 3 & 5 students are required to use mainly visual and morphemic knowledge to spell words correctly.
9. Vocabulary development.
10. **MULTISTAGE PD-** Teaching, learning cycle and differentiation of curriculum.
11. **NAPLAN ANALYSIS:** Analysis of data and use of that data to inform the teaching and learning needs of students.
12. Staff engaging in professional development and action planning based on Quality Teaching principles.
13. Consultants leading staff through professional learning sessions and provide in class support for Accelerated Literacy.
14. Consultants leading staff in ES1 and S1 through professional learning sessions and provide in class support for the implementation of Accelerated Literacy.

15. Staff using the Off To A Good Start (OTAGS) to inform explicit teaching of early literacy skills of ES1 and S1 students.

Further information regarding National Assessment Program – Literacy and Numeracy (NAPLAN) may be found at info@acara.edu.au

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SCHOOL PRIORITY 1- LITERACY

Literacy Outcome for 2014

- To improve reading performance in the school so that student growth is equal to or higher than the state growth for NAPLAN.
- Reduce the number of students in the minimum band of the Reading aspect on NAPLAN at Year 5

AREAS TO ADDRESS IN LITERACY

- Continued provision of significant support for teachers in catering for multi-stage groups: ensuring explicit teaching for all groups in the classroom incorporating the recommendations from the NAPLAN analysis.
- To improve reading performance in the school so that student growth is equal to or higher than the state growth for NAPLAN.
- The continued embedding of the Aboriginal 8 Ways of Learning into the curriculum until it has become the basis of all instruction in the school.

Strategies to achieve this target include:

Our success will be measured by:

- Evidence in teacher programs and planning that teaching incorporates explicit lessons to syllabus outcomes.
- Teaching and learning is planned as a result of regular assessment of student learning against the literacy outcomes for the appropriate stage.
- Reduction of number of students in the minimum bands of the reading and writing aspects in NAPLAN in both years 3 and 5.

SCHOOL PRIORITY 2- NUMERACY

Outcome for 2014

- Improve numeracy performance in the school so that student growth is equal to or higher than state growth for NAPLAN.
- Continue applying the LIN and LIEN Mathematics strategies to help with students growth in this area.

2014 Target to achieve this outcome

Reduce the number of students in the minimum band of the Numeracy aspect on NAPLAN at year

Strategies to achieve this outcome include

- The use of whole school planning processes to identify aspects Numeracy underperformance for individual students.
- The use of whole school planning processes using the 8 Ways Framework to create a visual approach to Numeracy

Our success will be measured by

- Staff engaging in professional learning and action planning based on Quality Teaching principles.
- The use of NAPLAN test questions as a basis for planning and teaching numeracy.
- The use of moderated assessment tasks conducted 5 weekly to inform planning and teaching.
- A reduction in the number of students in the minimum band of the numeracy aspect in both years 3 and 5.
- Growth in student performance between years 3 and 5 in NAPLAN assessments.

Financial Report

