

Minimbah Primary School

Annual Performance Report to the School Community 2015

15383

Introduction

Minimbah Primary School is registered by BOSTES (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 pleased to present to you the 2015 Annual Minimbah Primary School Report. At Minimbah Primary School we strive to provide a happy, safe and tolerant learning and social environment for all of our students.

Our aim is to deliver an educational program that meets the needs of individual learners in an inclusive way. We believe that the education of our children must be holistic. We recognize that our children have a unique heritage that must continue to grow and develop into the future and for generations to come.

At Minimbah Primary School we value a nurturing and respectful environment and encourage a team approach involving students, staff, parents and carers, Elders and community members. We provide opportunities for students to develop into confident citizens capable of making a positive contribution to their and the broader community.

Minimbah Primary School has committed, proactive teachers and a dedicated support staff working to help each child to reach their potential. At Minimbah Primary School the differences in children's learning styles are recognised and supported. Our staff set high expectations and implement a wide variety of innovative teaching practices. All staff members are active in pursuing professional

development.

Beginning in Term 4 2015, Minimbah Primary School began a whole school review. This review will provide the quantitative and qualitative data required to write and implement a four-year strategic plan. This plan defines our guiding principles and beliefs and provides a road map of our school's goals and strategies for improvement. It is of utmost importance that our strategic plan is an inclusive plan that reflects our Aboriginal school community's values and opinions about our school's purpose and direction.

This has also been a very exciting time for our school with the establishment of a new Board of Directors. We wish to thank our Board members for the commitment and time they are giving in support of the effective governance and operation of our school.

We were greatly honoured this year in having His Excellency General the Honourable Sir Peter Cosgrove and Her Excellency Lady Cosgrove visit our school. The students and staff were delighted that Sir Peter and Lady Cosgrove had requested a visit to our school and we greatly appreciate the time they spent with our students in reading to them, playing sport and answering their questions.

This year also marked a significant event in the life of Minimbah Primary School with the opening our magnificent new multi-purpose centre. This facility is greatly appreciated and utilised by our students and by our local community. We are particularly pleased that the Centre is named after Dianne Quinlan Roberts, the founding principal of Minimbah Primary School. We are very appreciative of the support the Australian Federal Government has provided in funding this extensive project. We were very pleased to have the Deputy Prime Minister and Member for New England, the Honourable Barnaby Joyce officially opening the Centre on behalf of the Federal Government.

During 2015 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. At the end of Term 1, 2016 all staff were trained in the 8 Ways of Aboriginal Learning and this is being implemented across the whole school.

During 2015, significant achievements were made through professional learning and developing teacher standards including the following:

- First Aide Certification – all staff Certificate of Attainment
- Mental Health and Wellbeing In-service – Gunnawirra Art Therapists
- Aboriginal Cultural Awareness In-service – Terms 2 and 4
- Art Therapy for Children In-service
- Lateral Violence Workshop
- 8 Ways of Aboriginal Learning In-service – AIS
- Aboriginal and Torres Straight Islanders “Connecting Curriculum, Community and Culture”, a two day workshop attended by four Minimbah Primary Teaching staff
- Maths Assessment Training – Lin and LIEN AIS
- Professional development of all teachers in effective practices for numeracy with a focus on student assessment of and for learning
- Mathematical Understanding (EMU) program to support at risk primary grade students in numeracy
- Inquiry learning workshop – all teaching staff
- Indigenous Focus schools program to assist indigenous students with literacy and numeracy
- MultiLit & MiniLit Professional Development Workshops Low SES National Partnership Leadership Course
- Independent Schools Centre for Excellence (ISCE) Mentoring Independent Schools Centre for Excellence (ISCE)
- Mental Health Issues– Young Life
- CPR staff training – all staff
- Fast4Word training
- Disability Legislation workshop – AIS
- Trauma workshop – all staff
- Mandatory Reporting Workshop –all staff
- AIS Beginning Principal’s Programme – 10 full day workshops attended by Minimbah Primary School Executive Principal

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 Report was not submitted as the Board had only been established for one month during the reporting period.

About our School

Minimbah Primary School is a small, yet growing Independent school in Armidale, NSW for Aboriginal children. Minimbah welcomes all students from Preschool to Year 6 into our family orientated school community. The school enrolment for 2015 was **69** students in the Primary School.

Significant achievements have been made in student attendance, 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 69 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; volunteering 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, 3 full time teachers, and 1 part-time Learning Support Teacher. We have a mix of three classroom teachers with extensive teaching experience. 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.

The school has received funding through the Indigenous Advancement Strategy for a transition to school programme and a student support programme. Through the Indigenous Advancement Strategy funding we have been able to employ an additional teacher to release the Principal from having a regular teaching load.

Staff Retention

In beginning 2015 school year, Minimbah Primary School retained 100% of staff from 2014. At the conclusion of the 2015 school year one teacher resigned due to a relocation. During Term 1 2016, our long serving Learning Support teacher retired. Her position was filled with a highly experienced teacher whose teaching duties include part time Learning Support and teacher release.

Administration Staff

Minimbah Primary School has a fulltime administrative officer, one full time clerical 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	3	1
Total number of support staff	17	nil
Total number of Indigenous staff	11	nil

Students

Minimbah Primary School has a diverse student population that is steadily growing. 2015 began with 50 students enrolled at Minimbah Primary School and ended the year with 69 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
2013	31	36	67
2014	34	45	79
2015	27	42	69

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.

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.

School policies

Minimbah Primary School has reviewed and implemented new policies for student welfare, discipline and complaints and grievances. 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”.

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.

School Strategic Planning

During Term 3, 2015 the school began a school review with the intention of implementing a four year Strategic plan at the beginning of the 2017 school year. The purpose of our strategic plan is to set out the direction we wish our school to take, identify issues impacting on our school and deciding on the priorities for action.

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 and Staff 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 2015 Minimbah Primary School continued to deliver MultiLit and MiniLit 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 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.

8 Aboriginal Ways of Learning

The 8 Aboriginal Ways of Learning framework now informs all new teaching programs. In this school with a high percentage of Aboriginal students, it was critical to support the non-Aboriginal teaching staff in culturally appropriate teaching practices. Using this framework makes connections for the staff and grounds the teaching in ways that make links to culture as a matter of course.

Student Support Program

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.

National Assessment Program - Literacy and Numeracy (NAPLAN) 2015

Students in Year 3 and Year 5 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in 2015. 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. More information may be found on the My Schools website: <https://www.myschool.edu.au>

GENERAL RECOMMENDATIONS from 2015 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 every day 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. **Persausion:** Develop the oral vocabulary of persuasion especially the use of modality as a preparation for writing.
6. **Spelling:** Specific teaching of homophones.
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. **NAPLAN ANALYSIS:** Analysis of data and use of that data to inform the teaching and learning needs of students.
11. Consultants leading staff through professional learning sessions and provide in class support for Accelerated Literacy.
12. 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

SCHOOL PRIORITY 1- LITERACY

Literacy Outcome for 2016

- 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 2016

- 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 student's growth in this area.

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

