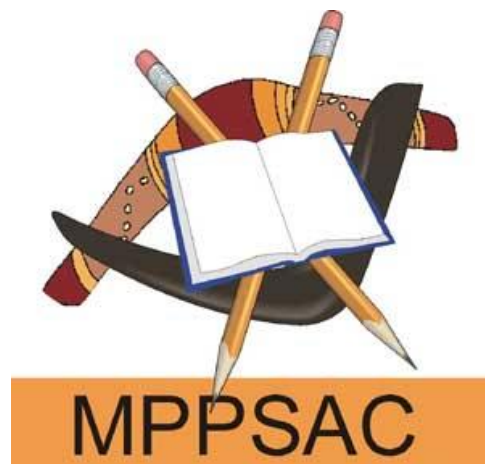


MINIMBAH PRIMARY SCHOOL



'Strong and Spirited'

ABN: 92326504029

2016 Annual Report Educational and Financial Reporting

**Annual Educational and Financial
Report
2016**

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1. Message from Key Stakeholders

1.1. Board of Directors - Chairman's 2016 Report

The Minimbah Board of Directors is pleased to report a very successful 2016 year for Minimbah Primary School.

The Board met seven times throughout the year with the Executive Principal Jenny Brown, the Office Manager Bruce Ryan and Preschool Director Ursula Kim.

There was a marked improvement in the financial position of the Corporation during the year with a cash surplus of \$262,794. This has allowed the School to start providing for future expenditure such as repairs and maintenance, a new bus, long service leave entitlements and air conditioning for the classrooms.

The Multi-purpose Hall was completed so that Armidale Regional Council could issue an Interim Occupancy Certificate. The Hall was opened by the Deputy Prime Minister, Mr Barnaby Joyce on April 1st 2016. A grant of \$50,000 was obtained from the Social Housing Infrastructure Fund which will enable toilets and a kitchen to be installed in the Hall. This will allow the wider community to utilize the facility.

The year also saw enrolments steadily increase. A Transition to Primary class which runs in 3rd and 4th term was successful in a major increase in Kindergarten enrollments.

The School also runs a Nutrition Program where a cook is employed to provide nutritious lunches for the students each day. This has led to an overall increase in attendance. So much so that Minimbah has an average attendance rate well above the national average for Aboriginal students. It also helped improve behaviour and educational outcomes of the students.

Minimbah had the pleasure of hosting a visit by the Governor General, Sir Peter Cosgrove and Lady Cosgrove. Other visitors included early childhood trainees from Nauru, Japanese UNE students as well as Japanese academics who were keen to experience our unique school.

The School has continued to have close ties with The Armidale School and Radford College, Canberra. TAS students come every Tuesday to join our students during their lunch break. Radford College come to join our students in class for two weeks each year.

Traci Hyatt

For Minimbah Board of Directors

16th June 2017

1.2. EXECUTIVE PRINCIPAL – Report Message from the Principal

I am pleased to present to you the 2016 Minimbah Primary School Annual 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 as the First Australians, 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 care givers, 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. The commitment to maintain and build on what is good at Minimbah is at the cornerstone of our understanding of our future.

Pastoral Care programs have seen similar commitment and this is expressed in the recruitment of Lesley Vale as our School Chaplain. Lesley is an Elder in our community and is trained in Counselling. She is a great asset to our school.

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. At Minimbah we are fortunate to have such a committed staff, both as teachers and in other support roles, and it is appropriate that they are thanked now.

During 2016 our staff has been very stable and maintaining this stability and the deep understanding of Minimbah culture is especially important as we look ahead.

At the beginning of 2017 we expect increased enrollments in Kindergarten. This increase will be due to the Transition to School program which we run each year in Terms 3 and 4. The program is funded by the Indigenous Advancement Strategy, through the Department of Prime Minister and Cabinet. For the School these numbers are very encouraging and the ongoing stream of enquiries gives strong indication that numbers will continue to grow into next year. We are planning to employ an additional teacher at the beginning of 2017 due to the projected increase in enrolments at our school.

This has also been a very exciting time for our school with the establishment of a new Board of Directors. I would like 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 on April 1st 2016. 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.

The ultimate ambition for the School Board is to ensure that the School is able to adapt and evolve to maintain its currency and position as a vibrant leading Aboriginal school offering a broad, challenging education that prepares for life.

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 2017

2. Contextual information about the School and characteristics of the student body

Minimbah Primary School is a small, yet growing Independent school in Armidale, NSW for Aboriginal children that was established in 1996. Minimbah welcomes all students from Preschool to Year 6 into our family orientated school community. The school enrolment for 2016 was **65** students in the Primary School. We have classes from Kindergarten to Year 6. All classes are stage based.

The Primary School was established so that the preschoolers had a seamless transition into primary school.

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.

2.1 Characteristics of the student body:

At the end of 2016 we had 65 students enrolled from Kindergarten to Year 6. Aboriginal students made up 97% of the total student body with the other 3% being overseas students. Minimbah is an Independent school, with a number of students who have special needs.

3. Student outcomes in standardised national literacy and numeracy testing

2016 NAPLAN results

Literacy and Numeracy Assessments in Years 3 & 5

Results for the 2016 NAPLAN test are also available on the Minimbah page of the MySchool website. For these results, follow the link to: <http://www.myschool.edu.au>

The chart below displays average NAPLAN scores for each domain. Minimbah scores are displayed in blue. Also displayed are average scores for all Australian schools (ALL). The coloured bars indicate whether Minimbah school's scores are above, close to, or below the other scores.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	333 281 - 385	377 337 - 418	354 308 - 400	351 297 - 405	338 298 - 379
	ALL 426	ALL 421	ALL 420	ALL 436	ALL 402
Year 5	398 361 - 434	431 397 - 465	422 388 - 456	409 369 - 448	410 380 - 440
	ALL 502	ALL 476	ALL 493	ALL 505	ALL 493

4. Professional Learning and Standards

4.1TABLE: Teacher Qualifications Category Number of Teachers

Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications	5.8
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0

Please see the My School website for total teacher numbers: <http://www.myschool.edu.au>

4.2 Summary of Professional Learning Undertaken by Teachers in 2016

The teachers at the school (including senior executive) participated in a range of professional learning activities. These opportunities ranged from whole staff internal PD days to staff attending courses run by external providers such as the Association of Independent Schools.

The school acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality facilitated by the Independent Schools Centre for Excellence.

During 2016, significant achievements were made through professional learning and developing teacher standards including the following:

Description of Professional Learning Activity Number of Staff Participating

Lateral Violence seminar for School Leaders	2
Aboriginal Cultural Awareness In-service	15
8 Ways of Aboriginal Learning In-service – AIS	6
AIS Annual Briefing	2

Making Consistent Teacher Judgements for NCCD	1
Shared Purpose, Different Journeys – Focusing on Impact	2
Connecting Curriculum, Community and Culture	2
Phase 2 NSW Literacy and Numeracy Action Plan Information Session	2

5. Workforce Composition

The workforce composition is shown in the chart below:

<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	10	nil
Total number of Indigenous staff	7	nil

6. Student attendance and retention rates

Attendance Rates

Year Level	Attendance Rate
Kindergarten	77.62%
Year 1	90.98%
Year 2	84.26%
Year 3	87.20%
Year 4	82%
Year 5	86.33%
Year 6	72.37%
Whole School	82.96%

Eighty two point nine six percent of students attended school on average each school day in 2016. This is an improvement of the daily attendance percentage of 78.59% in 2015.

6.1 Management of Non Attendance

Student attendance is recorded in the school's database (Sentral Education data base) and absences are recorded according to the NESA Attendance Register Codes. Leave is applied for on the "Application for Exemption from Attending School" and, if approved by the Principal, a Certificate of Exemption is issued.

Unexplained absences are followed up by school administration daily, along with ensuring written confirmation for the absence is also received. Teachers mark class rolls each morning before 10am.

7. Enrolment Policies

7.1 Enrolment Policy

Minimbah Primary School is an Independent Aboriginal school. The school comprises a co-educational Primary School with classes from Kindergarten to Year six.

The school welcomes students from a range of cultural and socioeconomic backgrounds and overseas students.

Offers of places are made at the discretion of the Principal. Places may be offered at all years, where vacancies exist.

Application for Enrolment

1. Student Enrolment Forms are available from the Front Office.
2. Details of the enrolment process are provided by the principal during the enrolment interview.
3. Parents return a signed Student Enrolment Form to the school as soon as possible. This places the student on the registered student list for future enrolment in the year indicated. All registered students are placed on the school's waiting list.
4. No fees are charged at our school.
5. For this information, the word "parents" includes guardians and care givers, if applicable.
6. Parents will be advised as soon as is practicable, if there is a place at the school.
7. The place will be offered, after interview and with due consideration by the Principal, or his/her delegate.
8. Subject to provisions in the *Anti-Discrimination Act 1997*, the school reserves the right to decline enrolment to any student without expressing any reason for its decision. The inclusion of a student on the waiting list does not guarantee his or her acceptance as a student.
9. A student is deemed to be enrolled at the school, following the acceptance by the Principal and return of the signed Enrolment Form.
10. It is a condition of enrolment and continued attendance of students at the school that parents, on their own behalf and on behalf of the student, are aware of the policies of the School and accept that such enrolment or continued attendance of the student is conditional upon the observance of the policies of the School.
11. The school will contact parents on a regular basis to ensure that it has accurate and current contact information, including addresses, phone numbers and medical information.
12. The school expects parents promptly to inform the school if contact or medical information changes.

Students with special needs

13. MPS will offer all students, regardless of whether they have a disability, the same educational opportunities. This means that if a person with a disability meets the necessary entry requirements of the school, he or she will have the same entitlement to enroll at school as everyone else.
14. Parents are requested in the Enrolment Form to inform the school if their child has any disability or learning difficulty which may affect his or her education and which may require adjustments by the school to meet these special needs.
15. Prior to offering a place at the school, the school may consult with the student and his/her parents about the disability or learning difficulty and its effect on the student's capacity to participate in the school's courses of study and programs and to use the facilities and services provided by the school. The

purpose of this consultation will be to assist the school to consider and identify whether any reasonable adjustment is necessary and can be made to the student’s participation at the school.

8. Other School Policies

The seeks to provide a safe and supportive environment to ensure all aspects of the school’s mission for providing for a student’s welfare are implemented the following policies and procedures were being drafted and/or revised during 2016:

Policy Changes in 2016

POLICY	CHANGES IN 2016	ACCESS TO FULL TEXT
<p>Student Welfare – The school seeks to provide a safe & supportive environment which:</p> <ul style="list-style-type: none"> • Minimizes risk of harm and ensures students feel secure • Supports the physical, social, academic and emotional development of students • Provides student welfare polices and programs that develop a sense of self-worth and foster personal development <p>This policy includes:</p> <ul style="list-style-type: none"> • Definitions & concepts • Legislative requirements • Preventative strategies • Reporting & investigating “reportable conduct” • Investigation process • documentation 	<p>In 2016 a new policy was written to encompass new regulations.</p>	<p>Parents may request a copy by contacting the principal.</p>
<p>Anti-bullying:</p> <ul style="list-style-type: none"> • The school policy provides processes for responding and managing allegations of bullying for students, parents & staff. • Definitions & concepts • Legislative requirements • Preventative strategies • Investigation processes • documentation 	<p>Nil</p>	<p>Parents may request a copy by contacting the principal.</p>
<p>Discipline The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of</p>	<p>First Draft was published in November 2016</p>	<p>Parents may request a copy by contacting the principal.</p>

corporal punishment by non-school persons, including parents, to enforce discipline at the school. All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include expulsion.		
Complaints & Grievances resolution The policy uses appropriate procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.	Reviewed and updated in November 2016. The policy implemented in 2016 includes revised processes for how parents raise complaint and grievances and how the school will respond.	Parents may request a copy by contacting the principal.

9. School determined priority areas for improvement in 2016

Strategic planning through the course of 2016 focused on the development and revision of all school policies.

The foundation of this strategic planning process was a review of all policies upon the appointment of a new Executive Principal.

Considerable progress was made in reviewing and revising existing school policy during the course of 2016.

During a whole school review the following areas for improvement have been identified:

2016 Priority areas for Improvement and Achievements

Priority for Improvement	Strategies	Performance measures	Targets
Increase in students arriving on time to school.	<ul style="list-style-type: none"> Weekly monitoring of school attendance data Admin staff to call parents/carers who are consistently late and try to work with them to help improve Letters home to parents. Awards for excellent attendance 	<ul style="list-style-type: none"> Spreadsheet – percentage on time vs late (each semester) 	>95% of students to arrive on time.
Improve student outcomes through improved attendance	<ul style="list-style-type: none"> Monitor student attendance weekly Admin staff to call and send letters to parents/carers if child absent 	<ul style="list-style-type: none"> Attendance data collected each term Collaborative ILP's 	<95% students attending school at least 85%

	<ul style="list-style-type: none"> • Individual Learning Plans for students with poor attendance • Rewards for excellent attendance 		of learning time.
Continue to build relationships with parents/carers and wider school community	<ul style="list-style-type: none"> • Promote communication and student achievements through school Facebook page and newsletters. • Continue to promote school community events • Promote parent participation and connection with school 	<ul style="list-style-type: none"> • Attendance of Parents/Carers/Community at school events • Positive reports from parents about student achievements 	Increase in number of parents / carers / community attending school events
Educational projects that are supportive of Aboriginal traditional knowledge and teaching practices.	<ul style="list-style-type: none"> • All teachers to be trained in the Aboriginal 8 ways of Learning. • Whole school excursions to Aboriginal sacred sites and Keeping Place • Promote Aboriginal perspective teaching in classrooms 	<ul style="list-style-type: none"> • Aboriginal 8 ways of Learning and perspectives to be included in Units of works • Review and class discussions about Excursions • Student work Samples 	Increase in student and teacher knowledge of Aboriginal traditional knowledge and teaching practices

10. Initiatives promoting respect and responsibility

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”.

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

11. Parent, student and teacher satisfaction

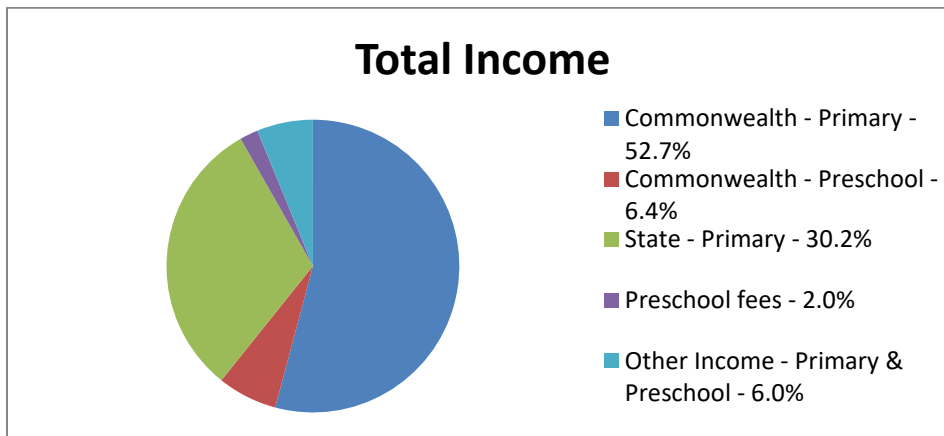
During 2016 a school review commenced. This review included a student and staff satisfaction survey and provided an opportunity for staff and students to identify strengths, weaknesses and areas for improvements in our school.

A high level of satisfaction was identified for the school leadership, school atmosphere, team work and collaboration, staff commitment, respect for students, 8 Ways of Aboriginal Learning to embed Aboriginal culture and addressing student academic and welfare needs.

Areas identified for improvement were: more time for group planning, promotion of the school in the community, improving availability from school financial services, opportunities for staff in-service and technology resources and in-services.

12: Summary Financial Information

12.1 Recurrent and Capital Income



12.2 Recurrent/Capital Expenditure

