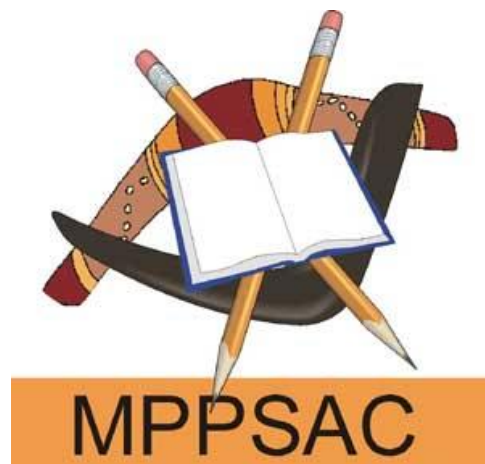


# MINIMBAH PRIMARY SCHOOL



*'Strong and Spirited'*

ABN: 92326504029

## 2017 Annual Report Educational and Financial Reporting

**ANNUAL EDUCATIONAL AND FINANCIAL  
REPORT  
2017**

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## **1. Message from Key Stakeholders**

### **1.1. Board of Directors - Chairman's 2017 Report**

The Minimbah Board of Directors is pleased to report a very successful 2017 year for Minimbah Primary School.

The Board met eight times throughout the year with the Executive Principal Jenny Brown, the Office Manager Bruce Ryan and Preschool Director Ursula Kim. The AGM was held on 25 May.

There was a cash surplus of \$111,447.55 at the end of the year. This has allowed the School to start providing for future expenditure such as repairs and maintenance, a new bus, long service leave entitlements and new carpets for the classrooms.

The Multi-purpose Hall has been used by both the community and the school to cater for various events throughout the year. This is a great asset for the school and the community.

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 (84%) above the national average for Aboriginal students (83.2%). It also helped improve behavior and educational outcomes of the students.

Minimbah had the pleasure of hosting 2 visits by 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, Radford College and NEGS (New England Girls School), 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. NEGS have awarded 2 full boarding scholarships to our students this year.

Traci Hyatt

For Minimbah Board of Directors

16<sup>th</sup> June 2017

### **1.2. EXECUTIVE PRINCIPAL – Report Message from the Principal**

I am pleased to present to you the 2017 Minimbah Primary School Annual Report. 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, which must continue to grow and develop into the future and for generations to come.

At Minimbah Primary School (MPS) 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 Dixie Skuthorpe as our School Chaplain. Dixie is trained in Counselling and also has a Chaplaincy role at Uralla Central School as well as Minimbah. 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.

Accreditation through NESA will occur during 2017. At this stage we are registered until December 2018. Outcomes will be published in the 2018 Annual Report.

During 2017 our staff has been stable and maintaining this stability and the deep understanding of Minimbah culture is especially important as we look ahead.

The Transition to School program, which we run each year in Terms 3 and 4 has been very successful. The program is funded by the Indigenous Advancement Strategy, through the Department of Prime Minister and Cabinet. For the School the ongoing stream of enquiries gives indication that numbers will continue to rise into next year. We have employed an additional teacher at the beginning of 2017 due to the 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.

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 2017 was **60** students in the Primary School at the end of the year. 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 2017 we had 60 students enrolled from Kindergarten to Year 6. Aboriginal students made up 98% of the total student body with the other 2% being non-Aboriginal 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 “My School” 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	249		357		312		303		249	
	212 - 286		321 - 380		278 - 347		263 - 343		221 - 282	
	ALL	431	ALL	414	ALL	416	ALL	439	ALL	409
Year 5	360		351		312		303		249	
	322 - 399		321 - 380		278 - 347		263 - 343		215 - 282	
	ALL	506	ALL	414	ALL	416	ALL	439	ALL	409

### 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	<b>5.4</b>
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	<b>0</b>

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 2017**

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 2017, significant achievements were made through professional learning and developing teacher standards including the following:

**Description of Professional Learning Activity Number of Staff Participating**

Governance Training	<b>5</b>
Action Plan Masterclass	<b>2</b>
School Based Instructional Leadership Module 3 & 4	<b>2</b>
Special Education Essentials	<b>1</b>
Personalised Learning Processes for Aboriginal Students	<b>1</b>
Phase Two Action Plan module 1	<b>4</b>
Phase Two Action Plan module Literacy 2	<b>1</b>
Phase Two Action Plan module 3	<b>2</b>
Bridging the Gap: Policy to Practice	<b>4</b>
MEA Interpretation Workshop	<b>2</b>
BGA Capital Grants Application Briefing	<b>1</b>
Phase Two Action Plan Maths	<b>3</b>
NCCD Making Consistent Teacher Judgements	<b>1</b>
MYOB Training	<b>2</b>

**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	Meryl Minks	
<i>Number Of Staff</i>	<i>Full Time</i>	<i>Part Time</i>
Total Number of Teachers	4	2
Total number of support staff	9	1
Total number of Indigenous staff	7	1

## 6. Student attendance and retention rates

### Attendance Rates

Year Level	Attendance Rate
<b>Kindergarten</b>	<b>90.57%</b>
<b>Year 1</b>	<b>80.92%</b>
<b>Year 2</b>	<b>88.16%</b>
<b>Year 3</b>	<b>95.21%</b>
<b>Year 4</b>	<b>92.66%</b>
<b>Year 5</b>	<b>95.55%</b>
<b>Year 6</b>	<b>91.00%</b>
<b>Whole School</b>	<b>90.58%</b>

**90.58%** of students attended school on average each school day in 2017. This is an improvement of the daily attendance percentage of **82.96%** in 2016 and **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 year levels, 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 school 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 2017:



### Policy Changes in 2017

POLICY	CHANGES IN 2017	ACCESS TO FULL TEXT
<b>Aboriginal Education Policy:</b> This policy has three focus areas. They are Aboriginal students, Aboriginal Communities and all staff and students.	Implemented in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Annual Report Policy:</b>	Implemented in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Conflict of Interest Policy</b>	Implemented in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Disability &amp; Discrimination Policy</b>	Implemented in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Financial Viability Policy</b>	Implemented in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Induction Process for New Responsible Persons Policy</b>	Implemented in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Professional Learning Policy</b>	Implemented in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Providing Data to the Minister Policy</b>	Implemented in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Responsible Persons Notification to NESAs Policy</b>	Implemented in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Site Safety &amp; Security Policy</b>	Implemented in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Staff Complaints Policy</b>	Implemented in 2017	Parents may request a copy by contacting the principal.

		Minimbah staff may access this policy on the school server
<b>Administration of First Aid</b>	Updated in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Attendance</b>	Updated in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<p><b>Behaviour Support Policy (including Discipline, Anti-bullying, &amp; Behaviour Management):</b> The school seeks to provide a safe &amp; supportive environment which:</p> <ul style="list-style-type: none"> <li>• Minimizes risk of harm and ensures students feel secure</li> <li>• Supports the physical, social, academic and emotional development of students</li> <li>• Provides student welfare policies and programs that develop a sense of self-worth and foster personal development</li> </ul> <p>This policy includes:</p> <ul style="list-style-type: none"> <li>• Definitions &amp; concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• Reporting &amp; investigating “reportable conduct”</li> <li>• Investigation process Documentation</li> </ul> <p><b>Discipline:</b> The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of 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.</p>	Updated in 2017. We replaced the “Student Welfare Policy” with the “Behaviour Support Policy” to encompass the areas of Discipline, Anti-bullying and Behaviour Management. Pastoral Care is included in this policy.	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server

<p><b>Anti-bullying:</b></p> <ul style="list-style-type: none"> <li>• The school policy provides processes for responding and managing allegations of bullying for students, parents &amp; staff.</li> <li>• Definitions &amp; concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• Investigation processes</li> </ul> <p><b>Behaviour Management:</b> This policy includes:</p> <ul style="list-style-type: none"> <li>• Definitions &amp; concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• School based routines to manage student behavior in all aspects of school life.</li> </ul>		
<b>Child Protection Policy</b>	Updated in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Employees Code of Conduct</b>	Updated in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Purchasing Policy</b>	Updated in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Snake Policy</b>	Updated in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Sports Policy</b>	Updated in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Sun Safety Policy</b>	Updated in 2017	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<p><b>Complaints &amp; Grievances resolution</b> The policy uses appropriate procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of</p>	Revised and updated in November 2017 to address the expected NESAs standards.	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server

concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.		
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### 9. School determined priority areas for improvement in 2017

Strategic planning through the course of 2017 focused on the development and revision of all school policies. We are now satisfied that we now have all required policies for the day to day operation of the Primary School in place.

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

Priority for Improvement	Strategies	Performance measures	2017 Targets
Governance	<ul style="list-style-type: none"> <li>Writing of Policies and Procedures for the governance of the school.</li> </ul>	<ul style="list-style-type: none"> <li>NESA approval of policies and procedures</li> </ul>	100%
Increase in students arriving on time to school.	<ul style="list-style-type: none"> <li>Weekly monitoring of school attendance data</li> <li>Admin staff to call parents/carers who are consistently late and try to work with them to help improve</li> <li>Letters home to parents.</li> <li>Awards for excellent attendance</li> </ul>	<ul style="list-style-type: none"> <li>Spreadsheet – percentage on time vs late (each semester)</li> </ul>	2016 target >95% of students to arrive on time. 2017 achievement: 98.4% of students arrived on time.
Improve student outcomes through improved attendance	<ul style="list-style-type: none"> <li>Monitor student attendance weekly</li> <li>Admin staff to call and send letters to parents/carers if child absent</li> <li>Individual Learning Plans for students with poor attendance</li> <li>Rewards for excellent attendance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data collected each term</li> <li>Collaborative ILP's</li> </ul>	2016 attendance was <b>82.96%</b> 2017 attendance target was <b>85%</b> and we achieved <b>90.58%</b>
Continue to build relationships with parents/carers and wider school community	<ul style="list-style-type: none"> <li>Promote communication and student achievements through school Facebook page and newsletters.</li> <li>Continue to promote school community events</li> <li>Promote parent participation and connection with school</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of Parents/Carers/Community at school events</li> <li>Positive reports from parents about student achievements</li> </ul>	Continue to Increase the 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"> <li>• All teachers to be trained in the Aboriginal 8 ways of Learning.</li> <li>• Whole school excursions to Aboriginal sacred sites and Keeping Place</li> <li>• Promote Aboriginal perspective teaching in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal 8 ways of Learning and perspectives to be included in Units of works</li> <li>• Review and class discussions about Excursions</li> <li>• Student work Samples</li> </ul>	Increase in student and teacher knowledge of Aboriginal traditional knowledge and teaching practices is ongoing in 2017
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## 2018 Priority areas for Improvement and Achievements

### 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 for staff and students from both schools and promotes reconciliation.

The New England Girls School (NEGS) offered full boarding scholarships to our year 6 students in 2017. Two students have received these scholarships for the 2018 school year.

During 2017 a school review continued through the work of Dennis Dempster and myself and will continue throughout 2018.

**11: Summary Financial Information**

**11.1 Recurrent and Capital Income**

**12.2 Recurrent/Capital Expenditure**

