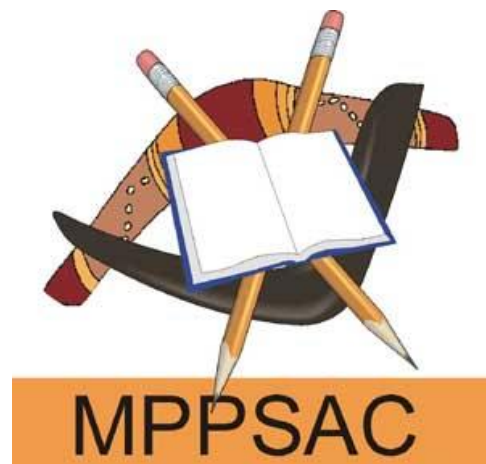


# MINIMBAH PRIMARY SCHOOL



*'Strong and Spirited'*

**ABN: 92326504029**

## **2019 Annual Report Educational and Financial Reporting**

**ANNUAL EDUCATIONAL AND FINANCIAL  
REPORT  
2019**

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

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

I am pleased to present to you the 2019 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 ongoing Chaplaincy services of Dixie Skuthorpe. Dixie is trained in Counselling and has a Chaplaincy role at Uralla Central School as well as Minimbah. She is a great asset to our school. Dixie has also been employed for two days per week under our Community Involvement Program and has been visiting families at home this year to support them in any way we can with attendance and other areas of support.

Minimbah Primary School has committed proactive teachers and a dedicated support staff working to help each child to reach their full 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 NESAs occurred again during 2019. At this stage, we are registered until December 2020. At this point in time, NESAs inspections are ongoing due to the non-compliance of the Minimbah School Board. Outcomes will be published in the 2020 Annual Report.

During 2019, 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. In 2020 we will no longer be funded for this program but will continue to run a

Transition to school program with the four year old students in the Preschool coming to the Primary School and joining in the Kindergarten lessons during the year.

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 2019

## **2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY**

Minimbah Primary School is a small 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 2019 was **44** students in the Primary School at the time of the annual government census. 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.

At the end of 2019, we had 44 students enrolled from Kindergarten to Year 6. Aboriginal students made up 100% of the total student body. Minimbah is an Independent school, with a number of students who have special needs.

## **3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING**

### **2019 NAPLAN results**

#### **LITERACY AND NUMERACY ASSESSMENTS IN YEARS 3 & 5**

Results for the 2019 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) and Similar Australian schools (red).

|        | Reading                    |            | Writing                 |            | Spelling                   |            | Grammar and Punctuation    |            | Numeracy                |            |
|--------|----------------------------|------------|-------------------------|------------|----------------------------|------------|----------------------------|------------|-------------------------|------------|
| Year 3 | 240<br>Close to<br>183-297 |            | 319<br>Above<br>274-363 |            | 274<br>Close to<br>224-324 |            | 277<br>Close to<br>217-336 |            | 299<br>Above<br>255-343 |            |
|        | Similar<br>285             | ALL<br>432 | Similar<br>317          | ALL<br>423 | Similar<br>275             | ALL<br>419 | Similar<br>282             | ALL<br>440 | Similar<br>288          | ALL<br>408 |
| Year 5 | Band 3                     |            | Band 3                  |            | Band 3                     |            | Band 3                     |            | Band 3                  |            |
|        | Similar                    | ALL        |                         | ALL        |                            | ALL        |                            | ALL        | Similar                 | ALL        |

NB: Bands have been provided for Year 5 students as only two students sat the test and there was not enough data to provide further information.

#### 4. PROFESSIONAL LEARNING AND STANDARDS

##### 4.1 TABLE: 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                   | 4.6 |
| 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 2018

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 and others.

The school acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality facilitated by the Independent Schools Centre for Excellence. During 2018, 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>7</b>  |
| Phase Two Action Plan 2019 Planning Workshop                         | <b>2</b>  |
| Phase Two Action Plan Literacy Modules 3-8                           | <b>3</b>  |
| Phase Two Action Plan Numeracy Modules 4-7                           | <b>3</b>  |
| NCCD Making Consistent Teacher Judgements                            | <b>1</b>  |
| Instructional Leadership Masterclasses x 3                           | <b>2</b>  |
| Explicit Instruction Assessment and Early Literacy/Numeracy Concepts | <b>4</b>  |
| Personalised Learning Processes for Aboriginal Students              | <b>3</b>  |
| Building a Culture of Coherence through Effective School Improvement | <b>2</b>  |
| AIS Annual Briefings 2018  | <b>2</b>  |
| Creating Safer Independent Schools (AIS) All staff.                  | <b>20</b> |

## 5. WORKFORCE COMPOSITION

The workforce composition is shown in the chart below:

| <i>Positions</i>                 | <i>Name</i>      |                  |
|----------------------------------|------------------|------------------|
| Executive Principal              | Jennifer Brown   |                  |
| Administration Assistant         | Merilyn Wilcox   |                  |
| <i>Number Of Staff</i>           | <i>Full Time</i> | <i>Part Time</i> |
| Total Number of Teachers         | 3                | 2                |
| Total number of support staff    | 6                | 1                |
| Total number of Indigenous staff | 5                | 2                |

## 6. STUDENT ATTENDANCE AND RETENTION RATES

### Attendance Rates

| Year Level   | Attendance Rate |
|--------------|-----------------|
| Kindergarten | 77.18%          |
| Year 1       | 84.54%          |
| Year 2       | 90.72%          |
| Year 3       | 86.25%          |
| Year 4       | 77.6%           |
| Year 5       | 80.1%           |
| Year 6       | 79.57%          |
| Whole School | 82.28%          |

Compared to five similar schools our proportion of students attending 90% or more of the time is 46%, whereas their average of students attending 90% of the time was 24.4%.

Compared to these five similar schools our overall attendance rate for Aboriginal students was 87% whereas their average overall attendance was 77.2%.

### 6.1 MANAGEMENT OF NON-ATTENDANCE

Student attendance is recorded in the school's database (Sentral Education database) 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. The school's Chaplain continued to make home visits during the 2019 school year with the aim of explaining the importance of regular attendance and helping to get students to school who had poor attendance rates.

## 7. ENROLMENT POLICIES

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 Executive 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 2019:

### Policy Changes in 2018

| POLICY   | CHANGES IN 2018  | ACCESS TO FULL TEXT   |
|--|--|---|
| <b>Financial Viability Policy</b>  | Implemented in 2017<br>Reviewed April 2018<br>Reviewed & revised April 2019  | Parents may request a copy by contacting the principal.<br>Minimbah staff may access this policy on the school server     |
| <b>Induction Process for New Responsible Persons Policy</b>  | Implemented in 2017<br>Reviewed January 2018<br>Reviewed January 2019  | Parents may request a copy by contacting the principal.<br>Minimbah staff may access this policy on the school server     |
| <p><b>Behaviour Support Policy (including Discipline, Anti-bullying, &amp; Behaviour Management):</b><br/>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><br/>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> <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> </ul> | <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.</p> <p>Reviewed &amp; revised February 2018</p> <p>Reviewed February 2019</p> | <p>Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server</p> |

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Definitions &amp; concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• Investigation processes</li> </ul> <p><b>Behaviour Management:</b><br/>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<br>Reviewed March 2018<br>Reviewed & revised November 2019  | Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server |
| <b>Complaints &amp; Grievances resolution</b><br>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.  | Revised and updated in November 2017 to address the expected NESA standards.<br>Reviewed May 2018<br>Reviewed & revised November 2019 | Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server |
| <b>Chaplaincy Policy Statement</b>  | Reviewed & revised September 2018<br>Reviewed & revised June 2019   | Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server |
| <b>Code of Conduct for Responsible Persons</b>  | Implemented April 2018<br>Reviewed March 2019   | Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server |
| <b>Crisis &amp; Critical Incident Management Policy</b>   | Reviewed January 2018<br>Reviewed & revised March 2019  | Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server |
| <b>Hall Hire Policy &amp; Procedure</b>   | Implemented April 2018<br>Reviewed 2019   | Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server |
| <b>Information Technology, Computer, Telephone &amp; Equipment Code of use</b>  | Reviewed & revised January 2018<br>Reviewed November 2019   | Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server |
| <b>Legal Compliance Framework</b>   | Reviewed January 2018<br>Reviewed March 2019  | Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server |
| <b>Responsible Person Policy</b>  | Reviewed & revised April 2018<br>Reviewed & revised March 2019s   | Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server |

## 9. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT IN 2018

Strategic planning through the course of 2018 and 2019 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 had been identified:

| Priority for Improvement   | Strategies   | Performance measures   | 2019 Targets   |
|--|--|--|--|
| Governance   | <ul style="list-style-type: none"> <li>Writing of Policies and Procedures for the governance of the school was completed in 2018.</li> </ul>   | <ul style="list-style-type: none"> <li>NESA approval of policies and procedures</li> </ul>   | 100%   |
| Governance   | <ul style="list-style-type: none"> <li>Implementation of Policies &amp; Procedures</li> </ul>  | <ul style="list-style-type: none"> <li>Records of meetings, including minutes, updating of Related party Transaction Register, address NESA concerns about compliance</li> </ul> | <p><b>2018 achievement:</b><br/>Not yet achieved<br/><b>2019:</b> Some improvement with the implementation of policies &amp; procedures for Fit &amp; Proper Persons, Financial Viability &amp; Notifications to NESA. During 2019 the school's proprietor (board) was not able to form a quorum and was unable to provide evidence of implementing its policies &amp; procedures for proper governance.</p> |
| 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>   | <p><b>2017</b> attendance target was <b>85%</b> and we achieved <b>90.58%</b><br/><b>2018</b> attendance target was <b>85%</b> and we achieved <b>82.19%</b>.<br/><b>2019</b> target was <b>85%</b> and we achieved <b>87%</b></p>   |
| 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>• 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>• 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 2019 |
| Updating technology in the classrooms  | <ul style="list-style-type: none"> <li>• Every room to be equipped with a smart TV.</li> <li>• Computer lab set up in a dedicated room</li> </ul>   | <ul style="list-style-type: none"> <li>• All classrooms now have a Smart TV and access to computers in the lab.</li> <li>• Fast ForWord program running in lab for identified students.</li> </ul> | Achieved  |
| Maintenance of school buildings  | <ul style="list-style-type: none"> <li>• Paint office area and classrooms.</li> </ul>   | <ul style="list-style-type: none"> <li>• Office area and one classroom has now been painted,</li> </ul>  | Ongoing in 2020   |

## 10. 2019 PRIORITY AREAS FOR IMPROVEMENT AND ACHIEVEMENTS

**LNAP:** Continue to train staff in Explicit Teaching through the Literacy and Numeracy Action Plan which will be funded by the Association of Independent Schools until the end of 2020.

**NAPLAN:** Increase NAPLAN scores for Years three and five to align more closely to national average. Data will be analysed and areas will be identified for improvement.

**RESILIENCE:** Increase student resilience through class programs that are culturally appropriate and build healthy relationships within the whole school community.

**ATTENDANCE:** Continue to improve attendance rates of students through home visits and family contact.

**UPDATING TECHNOLOGY:** Technology will need to be updated in order for the students to participate in NAPLAN on-line in 2020.

## 11. 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 and girls 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.

During 2019 an ongoing school review continued through the work of Dennis Dempster and myself and will continue throughout 2020.

## **12. PARENT, STUDENT AND TEACHER SATISFACTION**

**Parents:** Parents showed interest in the school during 2019 by attending assemblies and special events such as NAIDOC celebrations and our school Open Day.

**Staff:** Informal conversations with various staff members have demonstrated that staff morale is generally very good and staff are satisfied with their work.

**Students:** Informal conversations with students indicate that they are happy at Minimbah. In 2020 we will formally measure student, staff and parent satisfaction.

**13: SUMMARY FINANCIAL INFORMATION**

**13.1 RECURRENT AND CAPITAL INCOME**

**13.2 RECURRENT/CAPITAL EXPENDITURE**

