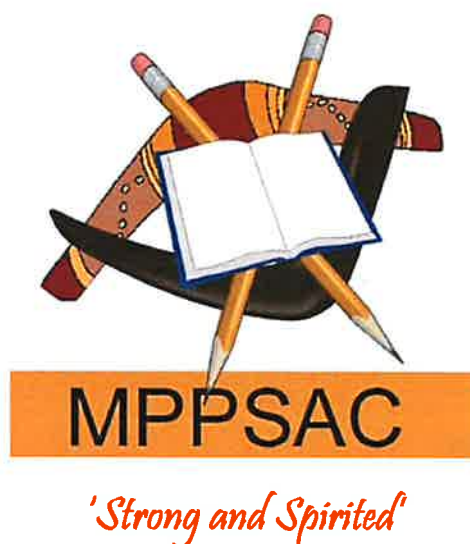


# MINIMBAH PRIMARY SCHOOL



**ABN: 92326504029**

## **2021 Annual Report Educational and Financial Reporting**

# **ANNUAL EDUCATIONAL AND FINANCIAL REPORT 2021**

## **CONTENTS**

### **1. MESSAGE FROM KEY STAKEHOLDERS**

- 1.1 School Board 2021 Report
- 1.2. Executive Principal's 2021 Report

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

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

### **4. PROFESSIONAL LEARNING AND STANDARDS**

- 4.1. Teacher Qualifications
- 4.2. Summary of Professional Learning Undertaken by Staff in 2021

### **5. WORKFORCE COMPOSITION**

### **6. STUDENT ATTENDANCE AND RETENTION RATES**

- 6.1 Management of Non-Attendance

### **7. ENROLMENT POLICIES**

### **8. OTHER SCHOOL POLICIES**

- 8.1. Policies for Student Welfare
- 8.2. Policies for Student Discipline
- 8.3. Policies for Complaints and Grievances Resolution

### **9. SCHOOL-DETERMINED IMPROVEMENT TARGETS**

- 9.1 Achievement of priorities for 2021

### **10. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

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

### **12. FINANCIAL INFORMATION**

- 12.1. Recurrent and capital income
- 12.2. Recurrent and capital expenditure

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

### **1.1 SCHOOL BOARD – Report**

Firstly, I would like to thank my fellow board members for their hard work and dedication to Minimbah over the past year.

During 2021 the board met on seven occasions throughout the year. At these meetings the priority was always given to the budget and financial situation of the school. The accountants attended these meetings and gave comprehensive reports to the board so we could make financial decisions for the future of the Primary School.

At the end of 2020 we were in a stable financial position with \$100,000.00 in the bank. This got us off to a good start at the beginning of 2021 where we could approve spending for large items such as the school's electronic sign and laptops for the students.

This year the board approved the ongoing technology program where students are given a laptop to use throughout the year and keep if their attendance is 80% or better. This is a great incentive for students to attend school every day. Most students took home a laptop at the end of the year and new laptops have been purchased for the 2022 school year.

We, as a board are proud to be associated with an Aboriginal organization where the majority of staff are Aboriginal and all staff have the necessary qualifications and skills as per government regulations and operating requirements (probity checks and relevant tertiary qualifications) in order to keep their program area going.

The past year has been a year of ongoing maintenance and infrastructure development, which will hopefully be completed by the end of 2022. Community members have expressed appreciation for these obvious improvements and enables them to feel more confident about the future of Minimbah.

We are all looking forward to the 2022 school year.

Finally, as elected board members I leave you with the following governance issues that we as a board have discussed over the 2021 school year.

1. New playground equipment
2. Laptops for students
3. Staff pay increases
4. New electronic sign and ride on mower
5. Upgrade to our security system
6. Adherence to NESA inspection requirements and training.
7. Upgrade heaters and air conditioning
8. Approve school bus upgrade
9. Review Minimbah Policy documents

Report approved by:

Hilton Naden

Kenneth Froome

Vicki Duncan

## **1.2. EXECUTIVE PRINCIPAL – Report**

### **Message from the Principal**

I am pleased to present to you the 2021 Minimbah Primary School Annual Report. Due to the COVID-19 pandemic, 2021 was again a very challenging year for everyone at Minimbah. I am very proud of the staff, students and families for their dedication to education and their efforts to ensure that the high quality of learning continued despite lockdowns and learning from home. Computers were purchased for all students so that they could learn online from home during the lockdown. Families and students were all inducted in the use of the different online platforms that the students were required to use for the different key learning areas. The computers were given to the students to keep at the end of the year. Our new Technology Policy has been developed so that all students who have at least 85% attendance over the whole school year earn the right to keep the computer that had been purchased for their use. This policy will continue into the future.

Our aim is to deliver an educational program that meets the needs of individual learners in an inclusive way. 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.

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, History and Geography, Creative Arts and Personal Development, Health and Physical Education.

Across the school we engaged students who needed extra support in their learning through programs such as MiniLit and MacqLit.

InitialLit become the core program to teach phonics in Early Stage 1 and Stage 1. The program explicitly and systematically teaches phonics, phonemic awareness and reading. Minimbah continued to employ specialist teachers for Music and Art in 2021. All students spend time during their school week learning from these teachers and benefit from the expertise of these teachers. Library lessons are linked to the grade's English and HSIE or Science and Technology units and are combined with the use of ICT and STEM activities.

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, along with Cecilia McKenzie. They have been visiting families at home this year to support them in any way we can with attendance and other areas of need.

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 learning throughout the year. At Minimbah we are fortunate to have such a committed staff, both as teachers and in other support roles.

Accreditation through NESA occurred again during 2021. At this stage, we are registered until December 2022. We will be inspected again in March 2022.

During 2021, our staff and board have been stable and maintaining this stability and the deep understanding of Minimbah culture is especially important as we look ahead.

I would like to thank the members of our school board for their hours of service to our school. The staff also deserve thanks for their dedication, love and support of the students enrolled at our school. I also thank the students for being the wonderful little people they are and making the school a great place to be.

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 2022

## **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 at the time of the annual census for 2021 was **36** students with 24 boys and 12 girls in the Primary School. This is an increase of **10** from the last reporting period. We have classes from Kindergarten to Year 6. There are 3 classes in the primary school consisting of K-2, 3-4 and 5-6.

The Primary School was established so that the preschoolers had a seamless transition into primary school. Next year we are hoping to open the new Preschool Transition room so that our preschool students can start their transition to primary school early in the year.

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.

97% of our students identify as Aboriginal. Minimbah is an Independent school, with a number of students who have special needs.

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

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

Results for the 2021 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). There are no scores for year 3 as there were not enough students who sat the test to make scores available.

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	Average: Band 2		Average: Band 3		Average: Band 2		Average: Band 2		Average: Band 3	
Year 5	367 Below 320-511		359 Above 315-403		395 Above 351-438		357 Below 306-407		368 Close to 331-405	
	Similar 378	ALL 511	Similar 358	ALL 480	Similar 394	ALL 504	Similar 368	ALL 503	Similar 369	ALL 495

#### 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	<b>4.4</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 2021

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 2021, significant achievements were made through professional learning and developing teacher standards including the following:

##### DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY NUMBER OF STAFF PARTICIPATING

Obligations in Identifying & Responding to Children & Young People at Risk (AIS)	<b>15</b>
Child protection Information Session (School PL)	<b>15</b>
Preparing for Renewal of Registration/Accreditation in 2022	<b>1</b>
School Registration Policy Requirements	<b>1</b>
Primary Curriculum Requirements for School Registration	<b>3</b>
Embedding and Sustaining Instructional Leadership	<b>3</b>
First Aid	<b>15</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	3
Total number of support staff	1	8
Total number of Indigenous staff	2	8

## 6. STUDENT ATTENDANCE AND RETENTION RATES

### Attendance Rates

<b>Year Level</b>	<b>Attendance Rate</b>
<b>Kindergarten</b>	<b>70.8%</b>
<b>Year 1</b>	<b>80.3%</b>
<b>Year 2</b>	<b>67%</b>
<b>Year 3</b>	<b>80%</b>
<b>Year 4</b>	<b>75.5%</b>
<b>Year 5</b>	<b>79.3%</b>
<b>Year 6</b>	<b>78.6%</b>
<b>Whole School</b>	<b>75.9%</b>

There will be no official 2021 attendance data on the *My School* website. The above data is taken from our Sentral Data Base. The COVID-19 pandemic prompted governments to enact differing schooling arrangements across the country in response to jurisdictional circumstances. As a result, it was considered that the attendance measures were not sufficiently consistent on a national basis to support reporting of results on *My School*. Appropriate footnotes will be included on the relevant *My School* pages explaining this. The whole school attendance rate has been affected dramatically due to the Covid-19 pandemic compared to recent years.

### 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 and Home/School Liaison Officer continued to make home visits during the 2021 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 2021

POLICY	CHANGES IN 2020	ACCESS TO FULL TEXT
<b>Induction Process for New Responsible Persons Policy</b>	Implemented in 2017 Reviewed January 2018 Reviewed January 2019 Reviewed April 2020 Reviewed March 2021	Parents and Board members may request a copy by contacting the principal. Minimbah staff may access this policy on the school server
<b>Behaviour Support Policy (including Discipline, Anti-bullying, &amp; Behaviour Management):</b> The school seeks to provide a safe & supportive environment which: <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> This policy includes: <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> <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	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.  Reviewed February 2019 Reviewed & Revised February 2020 to include Anti-bullying Reviewed March 2021	Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server

<p>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> <li>• Definitions &amp; concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• Investigation processes</li> </ul> <p><b>Behaviour Management:</b></p> <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>• School based routines to manage student behavior in all aspects of school life.</li> </ul>		
<p><b>Child Protection Policy - 1. Introduction</b></p> <p><b>1.1 Purpose and scope</b></p> <p>This policy sets out staff responsibilities for child protection and processes that staff must follow in relation to child protection matters. This policy applies to all staff members, which includes employees, contractors and volunteers. Staff members who fail to adhere to this policy may be in breach of their terms of employment.</p> <p><b>1.2 Key legislation</b></p> <p>There are four key pieces of child protection legislation in New South Wales:</p> <ul style="list-style-type: none"> <li>• the Children and Young Persons (Care and Protection) Act 1998 ("Care and Protection Act");</li> <li>• the Child Protection (Working with Children) Act 2012 ("WWC Act");</li> <li>• the Children's Guardian Act 2019 ("Children's Guardian Act")</li> <li>• the Crimes Act 1900 ("Crimes Act").</li> </ul> <p><b>1.3 Related policies</b></p> <p>There are a number of other School policies that relate to child protection that staff members must be aware of and understand including (but not limited to):</p> <ul style="list-style-type: none"> <li>• Code of Conduct - sets out information about the standards of behaviour expected of all staff members;</li> <li>• Work Health and Safety Statement - identifies the obligations imposed by work health and safety legislation on the School and staff members;</li> <li>• Discrimination, Harassment and Bullying Statement - summarises obligations in relation to unlawful discrimination, harassment and bullying;</li> </ul>	<p>Updated in 2017 Reviewed March 2018 Reviewed &amp; revised November 2019 Reviewed &amp; revised February 2020 Reviewed March 2021</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>• Complaint Handling Procedures – provides the steps taken by the School in addressing complaints; and</li> <li>• Behaviour Support Policy with reference to bullying</li> </ul> <p>1.4 Compliance and records</p> <p>The Principal or their delegate monitors compliance with this policy and securely maintains School records relevant to this policy, which includes:</p> <ul style="list-style-type: none"> <li>• register of staff members who have read and acknowledged that they read and understood this policy;</li> <li>• working with children check clearance (WWCC clearance) verifications;</li> <li>• mandatory reports to the Department of Communities and Justice (DCJ), previously known as Family and Community Services; and</li> <li>• reports of reportable conduct allegations, the outcome of reportable conduct investigations, and/or criminal convictions.</li> </ul> <p>2. Child protection</p> <p>The safety, protection and welfare of students is the responsibility of all staff members and encompasses:</p> <ul style="list-style-type: none"> <li>• a duty of care to ensure that reasonable steps are taken to prevent harm to students which could reasonably have been foreseen; and</li> <li>• obligations under child protection legislation.</li> </ul>		
<p><b>Complaints &amp; Grievances - POLICY STATEMENT</b></p> <p>A resolution to a grievance at Minimbah Primary School from a student, or parent should first be sought through discussions with the appropriate person in order to come to a mutually acceptable solution. If this process is unsuccessful, a <b>formal</b> Grievance Procedure will be followed.</p> <p><b>RATIONALE</b></p> <p>Minimbah Primary School has a responsibility to ensure that high standards of conduct are maintained by students and parents at all times, and that grievances are managed and resolved fairly, efficiently and in a timely manner.</p> <p>Grievances occur when a student or parent complains that an action or decision has been taken (or not taken) at the school that he/she believes to be unreasonable.</p> <p>Minimbah Primary School recognises the rights of its students or parents to register a complaint or grievance about any decision, behaviour, act or omission that they feel is unfair, discriminatory or unjustified.</p> <p>This Grievance Policy does not apply to complaints alleging criminal or unlawful</p>	<p>Reviewed February 2020 Reviewed March 2021</p>	<p>Parents may request a copy by contacting the principal. Minimbah staff may access this policy on the school server.</p> <p>A brief outline of the policy is also included in the Parent handbook which is given to all new enrolments.</p>

<p>behaviour, which shall be referred to the appropriate authorities.</p> <p><b>This policy includes</b> specific reference to processes for raising and responding to matters of concern identified by students and/or parents, including:  “application of the ‘hearing rule’ and the ‘right to unbiased decision’ when implementing policies and procedures where decisions are to be made which affect the rights of others.”  (Section 10 of the <b>Registered and Accredited Individual Non-government Schools (NSW) Manual</b> January 2016 (incorporating changes from 2004 to 2016))</p> <p><b>1) Informal Stage</b></p> <ul style="list-style-type: none"> <li>• It is usual that the student or parent/caregiver will communicate directly with the member of staff concerned. This may be by letter, telephone, or in person, by making an appointment.</li> <li>• Many concerns can be resolved at this stage, and it is anticipated that the vast majority of cases will be resolved.</li> <li>• In the case of more serious concerns, it may be referred directly to the principal. If reasonable requests to find an informal resolution are declined, the process may be terminated immediately.</li> </ul> <p><b>2) Formal Stage</b></p> <ul style="list-style-type: none"> <li>• If the initial complaint from a student or parent/caregiver is not resolved at the informal stage the student or parent/caregiver must put the complaint in writing and pass this to the principal, who will be responsible for carrying out the investigation. In the case of very young children the parent/caregiver or teacher may scribe for the child.</li> <li>• The complaint should include details which may assist the investigation, such as names of potential witnesses, dates and times of events and copies of any relevant documents (ie, previous correspondence)</li> <li>• The principal will collect other evidence if necessary. Where this involves an interview with a member of staff, who is the subject of the complaint, the staff member may choose to bring a IEU representative to the meeting.</li> </ul>		
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<ul style="list-style-type: none"> <li>The investigation will begin as soon as possible and when it has been concluded, the complainant and the member of staff concerned will be informed in writing of the outcome.</li> </ul> <p>This may be to the effect that:</p> <ul style="list-style-type: none"> <li>There is insufficient evidence to reach a conclusion, so the complaint cannot be upheld</li> <li>The concern is not substantiated by evidence</li> <li>The concern was partly or fully substantiated. Some details may be then be given of action the school may be taking to review procedures, but details of the investigation or disciplinary procedures will not be released</li> <li>The matter has been fully investigated and that appropriate procedures are being followed, which are strictly confidential</li> <li>The student or parent/caregiver will be informed that consideration of their complaint is now concluded</li> <li>If the complainant is not satisfied with the manner in which the process has been followed, they may request that the Minimbah School Board review the process undertaken by the Principal in handling the complaint. Any such request must be made in a timely manner after receiving notice of the outcome from the Principal.</li> </ul>		
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## 9. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT IN 2020

Strategic planning through the course of 2020 and 2021 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	2021 Targets
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>	<b>2021:</b> Compliance with the implementation of policies & procedures for Fit & Proper Persons, Financial Viability & Notifications to NESA

			has been consistent during 2021.
Improve student outcomes through improved attendance	<ul style="list-style-type: none"> <li>• Monitor student attendance daily</li> <li>• Home/School Liaison Officer to call and send letters to parents/carers if child absent</li> <li>• Attendance Improvement Plans for students with poor attendance</li> <li>• Rewards for excellent attendance – free laptop at end of year</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data collected each term</li> <li>• Collaborative ILP's</li> </ul>	<p><b>2020</b> target was 85% &amp; we achieved <b>84.56%</b>. These figures are due to COVID-19 learning from home.</p> <p><b>2021</b> target was 85% and we reached 75.9%. This was below expectations but is mainly due to Covid-19 lockdowns and absences</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> <li>• Home/school liaison officer employed.</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 and participating in their child's education. This priority area was not achieved due to COVID-19.
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 2021
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>• Laptops for each student to be provided by the school.</li> </ul>	<p>Achieved</p> <p>Achieved. This will be ongoing.</p>
Maintenance of school buildings	<ul style="list-style-type: none"> <li>• Paint computer room. Mural in Nutrition Centre to be painted by an Aboriginal artist</li> </ul>	<ul style="list-style-type: none"> <li>• Computer room has been completed. Mural will be completed in 2021</li> </ul>	Ongoing in 2021

### 9.1. 2021 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 2021.

**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, family contact and Attendance Improvement Plans.



**UPDATING TECHNOLOGY:** Technology has been updated in order for the students to participate in NAPLAN on-line in 2021.

#### **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 to function as compassionate and respectful citizens who can “walk in two worlds”.

Additionally, Minimbah Primary School continued to collaborate with Radford College as a way of building community partnerships, breaking down barriers and promoting understanding and reconciliation. Combined athletics carnivals and the regular use of The Armidale School (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.

During 2021 an ongoing school review continued through the work of Dennis Dempster and myself. This was discontinued after the COVID lockdown but will resume in 2022.

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

**Parents:** Parents showed interest in the school during 2021 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.

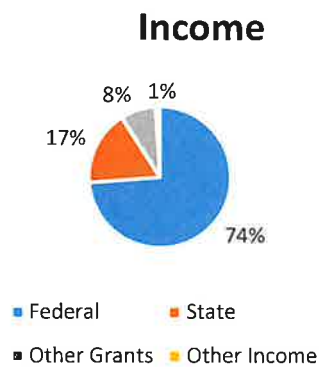
**Students:** Informal conversations with students indicate that they are happy at Minimbah. In 2022 we will formally measure student, staff and parent satisfaction.

## 12: SUMMARY FINANCIAL INFORMATION

### 12.1 RECURRENT AND CAPITAL INCOME

### 23.2 RECURRENT/CAPITAL EXPENDITURE

#### 13.1



#### 13.2



