

2023 Annual Report

Minchinbury Public School



4577

Introduction

The Annual Report for 2023 is provided to the community of Minchinbury Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Minchinbury Public School we are a motivated and respectful community of learners.

Our whole school community works together to create a positive educational environment with a strong focus on student wellbeing.

We have a teaching staff with a wide range of experience levels. All are dedicated and caring professionals who accept the need for teachers to be learners as well.

School context

Minchinbury Public School is a large multicultural school where individuals are given the opportunity to maximise their potential. At the beginning of 2023, 473 students were enrolled, of which approximately 5% are from Aboriginal or Torres Strait Islander backgrounds and approximately 50% are from non-English speaking backgrounds.

The school provides a vast range of excellent educational programs to meet the changing needs of students - academically, culturally, emotionally, physically and socially - and aims to develop skills for lifelong learning. Minchinbury Public School students strive to be respectful, safe learners. Working and playing together, the students show that they endeavour to always do their best and that they are capable of a vast array of achievements. These include the successes of the concert band, debating team, public speakers, swimming team, cricket teams, league tag teams, newcombe ball teams, soccer teams, netball teams, touch football teams, individual sportspersons, musicians, singers and dancers. Initiatives developed and implemented K to 6 have showcased the learning continuum across local schools and strengthened support for public education.

Through the situational analysis, the school identified a need to focus on the explicit teaching of reading and numeracy. The professional learning for staff has been focussed on reviewing, and where necessary modifying, current practices to strengthen the expertise of teaching in planning for, implementing and monitoring effective teaching practice of numeracy.

Our school is supported by strong community involvement and participation. The Minchinbury Public School community has had the opportunity to be part of the development of the 2021-2025 Minchinbury Public School Strategic Improvement Plan, including our Aboriginal and Torres Strait Islander community members.

Our school vision is at the centre of everything that we do... *'At Minchinbury Public School we are a motivated and respectful community of learners.'*

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy the school will ensure that the implementation of curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Assessment for, as and of Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

QTSS release

English language proficiency

Low level adjustment for disability

Socio-economic background

Summary of progress

Effective Classroom Practice

Reading and numeracy outcomes for students were maximised by strengthening and embedding, effective, explicit, systematic and sequential teaching of reading and numeracy in every classroom.

This was achieved through a relentless focus on increasing the capacity of staff through targeted professional learning, followed up with shoulder-to-shoulder support in the classroom and targeted professional discussions. Programs were evaluated and reviewed to assess their effectiveness and impact. They were then aligned to current research detailing best practice.

Through the regular, consistent and comparative assessments that were implemented, the data that was gathered was used to track the progress of students and monitor the effectiveness of teaching programs. Trend data gathered and analysed indicates that students are making progress in literacy.

Due to the employment of the Assistant Principal, Curriculum and Instruction, teachers have been provided with professional learning and in-class support to embed evidence-based practices.

The new K-2 English and mathematics syllabus documents were embedded in all K-2 teaching programs and teachers and students implemented these in their classrooms. There will be a continuing focus on upskilling staff in evidence-based practices and working collaboratively to plan and program impactful teaching and learning experiences.

Assessment for, as and of Learning

The school has embedded a culture of high expectations and meaningful assessments that allow teachers to monitor, plan and report on student learning, as well as allowing students to understand how to improve.

This was achieved through a constant review and analysis of assessment tasks and the information that was provided to the teachers by having the students complete these. Data analysis of the results is embedded into whole school, executive and team meetings. This allowed all teaching staff the opportunity to unpack the data in order to plan for teaching that will lead to improvement of student outcomes and the effectiveness of teaching and learning programs.

Trend data gathered has indicated that the impact of targeting areas of student need through the analysis of data have led to improved student outcomes. This can be seen in the comparison of data from year to year, for example, the Stage 2 and 3 Numeracy Snapshot. Areas highlighted by the data as areas needing further development, have been discussed by stage teams resulting in the modifying of teacher programs. This has in turn improved student results and understanding in areas of need.

Due to the employment of the Assistant Principal, Curriculum and Instruction, teachers have been provided with

professional learning and in-class support to embed evidence-based practices.

Teaching staff have access to comparative data that is relevant for comparative purposes. For example, some data is compared from year-to-year while other data sources are compared from term-to-term. This allows school self-reflection on the impact of programs and the meaningfulness of data collected.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in % of students answering 50% or more of questions correctly in Check-in Assessment for reading in Year 3 and Year 5 compared to previous cohorts.	<p>An analysis of Check-in Assessment data for reading in Year 3 for 2023 compared with Year 3 for 2022 indicates an increase in students answering 50% or more of questions correctly by 26%.</p> <p>An analysis of Check-in Assessment data for reading in Year 5 for 2023 compared with Year 5 for 2022 indicates that the amount students answering 50% or more of questions correctly remains steady.</p>
Increase in % of students answering 50% or more of questions correctly in Check-in Assessment for numeracy in Year 3 and Year 5 compared to previous cohorts.	<p>An analysis of Check-in Assessment data for numeracy in Year 3 for 2023 compared with Year 3 for 2022 indicates an increase in students answering 50% or more of questions correctly by 30%.</p> <p>An analysis of Check-in Assessment data for numeracy in Year 5 for 2023 compared with Year 5 for 2022 indicates an increase in students answering 50% or more of questions correctly by 4%.</p>



2023 Secretary's School Achievement Award for Achievement in Numeracy. Murat Dizdar, DoE Secretary; Rebecca Webster, Principal; Kristy Troy, Deputy Principal

Strategic Direction 2: Leadership and Development

Purpose

In order to ensure that the school has a self-sustaining and self-improving community a school-wide culture of high expectations will be fostered and a shared responsibility for student and staff engagement, learning, development and success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership
- Personal Responsibility for Professional Learning
- Student Leadership

Resources allocated to this strategic direction

QTSS release

Professional learning

Socio-economic background

Summary of progress

Instructional Leadership

Instructional leadership was a high impact strategy that continued to be of benefit to both staff and students this year. Expert teachers and leaders within the school provided professional learning to staff through professional learning sessions, shoulder-to-shoulder in-class support, team teaching, lesson demonstrations and observations, and critical feedback.

Utilising QTSS funds and strategic timetabling, teachers were provided with time during the school day to work together. This involved working within the classroom as well as engaging in professional dialogue with an expert practitioner.

Whole school professional learning was supported by expert teachers in curriculum demonstrating and supporting staff to take the professional learning provided and implement it in the classroom. This model has created a sustainable professional learning and curriculum implementation environment.

The impact of school instructional leadership is that all teachers and students are applying evidence-based practices in the classroom.

Personal Responsibility for Professional Learning

All staff engage in the creation of a meaningful Performance and Development Plan (PDP) each year. Staff are encouraged to include both school priorities as well as their individual professional learning goals in PDPs.

Utilising professional learning funds (Strategic Direction 1 and Strategic Direction 2 both utilise professional learning funds, however, for simplicity, these funds have been allocated fully to SD1) and strategic timetabling, teachers were provided with opportunities to engage in professional learning that they had identified as a priority for them. Staff were required to identify the professional learning that they wanted to undertake, identify the Australian Professional Standards that the learning addressed, provide an evaluation of the learning once it was completed and feedback to their team or the whole staff to share their learning.

Due to the use of QTSS funding, teachers have been provided with time during the school day to engage in targeted, identified professional learning.

This model has been effective as staff were not only engaging in the whole school professional learning that addressed whole school priorities, but identifying and deeply engaging with professional learning that met their individual needs.

Student Leadership

The school focussed on developing and hearing student voice and expression. Opportunities for students to be confident and creative individuals with the personal resources for future success and wellbeing were embedded.

There was a greater focus on collecting student ideas and opinions. This was done through surveys, evaluations and opportunities to contribute to ideas that would change school culture and the way that the school implemented programs. Student feedback was sought on the teaching of mathematics at Minchinbury Public School. This led to staff reflection on how mathematics was taught and the creation of a school vision for mathematics.

Minchinbury Public School will continue to seek out student voice and incorporate student voice into school planning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Staff actively collaborate to plan professional learning goals with the purpose of engaging in collaborative professional learning.	Staff PDPs were collated and common goals were identified. The 2023 target was achieved.
All staff have identified and engaged in personally identified and appropriate professional development.	Analysis of internal school data shows that all staff identified and engaged in personally identified and appropriate professional development.
All executive staff deliver professional learning at highly accomplished or lead level on at least three occasions during the year.	Analysis of internal school data shows all executive staff have delivered professional learning at highly accomplished or lead level on more than three occasions throughout the year.
A range of evidence demonstrates that the school community meets the sustaining and growing descriptor for: Learning Culture, Wellbeing, Learning and Development, and Educational Leadership.	Self-assessment against the School Excellence Framework shows the school currently performing at: <ul style="list-style-type: none"> • Excelling in the element of Learning Culture. • Excelling in the element of Wellbeing. • Excelling in the element of Learning and Development. • Excelling in the element of Educational Leadership.
Increase in the use of student voice to modify school practices and environment for the benefit of students.	Student voice was utilised to improve school life for students in areas including, but not limited to, mathematics, student leadership and playground equipment.



Peer reading activities develop connections between students and provide older students with leadership opportunities.

Strategic Direction 3: Wellbeing and Resilience

Purpose

In order to ensure that every student is known, valued and cared for the school will ensure that students are nurtured, guided, inspired and challenged to find joy in learning, to build their skills and understanding, and to make sense of their world.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Integration funding support

Refugee Student Support

Low level adjustment for disability

Summary of progress

Attendance

The school collaborates with the school community to reinforce the importance of attendance at school. Attendance at school is celebrated. Students whose attendance is being monitored have supports around them which include individual celebrations or rewards when attendance benchmarks have been met.

The school takes a proactive approach to attendance. This is monitored at the class level, the stage level and the whole school level. Attendance is also discussed and monitored with the Learning and Support Team. Attendance strategies are targeted towards families and students struggling with low attendance. The strategy used to target attendance depends on the family. The school has fostered relationships with families and these relationships are used to implement strategies that it is hoped, will work for these families.

There is a school-wide approach to monitoring and following up student attendance issue. Some of the methods used in the school to target and follow up attendance are:

- LAMP (lateness and attendance monitoring) sheets used by classroom teachers
- Teachers following school-wide processes to follow up unexplained or extended absences via Seesaw, phone calls and attendance letters
- Absence text messages sent via Sentral to families when there are unexplained student absences
- Breakfast Club initiated in 2021 to target students with attendance issues
- Regular posts on our social media platforms and through our newsletter about the importance of attendance

The school will continue to regularly monitor, follow up and promote attendance at school.

Wellbeing

Wellbeing has always been a high priority at Minchinbury Public School. The school has implemented and embedded the teaching of wellbeing strategies and provision of opportunities to cater for the whole child. This year, the school trialed implementing Smiling Mind practices into the classroom. Feedback from students and teachers has been very positive. These support mechanisms and structures assist students to fulfil their potential.

Staff are committed to catering for the intellectual, creative, social-emotional and physical needs of all students. They have engaged in professional learning on evidence-based wellbeing programs. They continue to consistently implement Positive Behaviour for Learning (PBL) strategies in their classroom and throughout the whole school.

Wellbeing programs, including PBL are evaluated regularly with data and analysis being distributed and discussed by all staff. Analysis of this data has often led to changes in wellbeing practices at the school to cater for the current needs of the students.

Some of the wellbeing practices embedded into the school are:

- All students engage in explicit PBL lessons at the beginning of each year. Students are taught respectful, safe learner expectations at Minchinbury Public School
- Whole school fortnightly PBL focuses based on identified behaviours of concerns that were highlighted through the twice-termly PBL staff playground survey. These focuses are discussed at whole school assemblies, stage assemblies and are communicated via the school's newsletter that is distributed to all families.
- Whole school PBL incursion subsidised by the school for all students to attend
- PBL reward days were held at the end of each term to celebrate the positive behaviour choices that the students made.

The school will continue to make wellbeing a priority. PBL will continue to be the cornerstone of the school's wellbeing strategies.

Students who met the criteria for Integration Funding Support were provided with support in a variety of ways. In most cases they were provided with one-to-one School Learning Support Officer time. Some funding was also used to provide staff with professional learning that upskilled them in supporting students with particularly learning and behaviour needs.

Aboriginal background funding was used to release the coordinator of the First Nations Committee to meet weekly with First Nations students to implement a cultural program. Students and the staff member met weekly throughout the school year.

Socio-economic background funding was used to ensure that all students had equitable access to the curriculum and experiences at school. This funding was also used to ensure that all classrooms were fully resourced for student learning needs.

Low level adjustment for disability funding was utilised to support students who needed more support than the Integration Funding Support provided.

Allocating funding in the ways mentioned above has led to a school where both student wellbeing and staff wellbeing are kept at the forefront of school practices. Students at our school are known, valued and cared for.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students attending school more than 90% of the time.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 20.71% in comparison to 2022.
A range of evidence demonstrates that students are identifying as having a positive sense of wellbeing.	<ul style="list-style-type: none"> • Tell Them From Me data from Year 4, 5 and 6 students indicates 80.03% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
A range of evidence demonstrates that the school community meets the sustaining and growing descriptor for: Learning Culture, Wellbeing, Curriculum, and Data Skills and Use.	<p>Self-assessment against the School Excellence Framework shows the school currently performing at:</p> <ul style="list-style-type: none"> • Excelling in the element of Learning Culture. • Excelling in the element of Wellbeing. • Excelling in the element of Curriculum. • Excelling in the element of Data Skills and Use.
Demonstration of strengthened relationships between our First Nations community and non-indigenous community for the benefit of our whole school community.	<ul style="list-style-type: none"> • Analysis of internal data indicates that there has been increased participation of First Nations community members in the life of the school.
Demonstration of student support plans and programs having a positive impact on student outcomes.	<ul style="list-style-type: none"> • Analysis of internal data sources indicates that all students who were provided with a student support plan experienced improvement in targeted areas.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$333.37</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the targeting of student individual needs to ensure that their general well-being allows these students to successfully access learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * a continued approach to ensuring a smooth transition into our school.
<p>New Arrivals Program</p> <p>\$20,025.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Minchinbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <p>Access to additional support due to additional staff being employed.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Targeting students early to increase their English skills to access the curriculum.</p>
<p>Integration funding support</p> <p>\$151,462.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Minchinbury Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for targeted students <p>The allocation of this funding has resulted in the following impact:</p> <p>All eligible students demonstrating progress towards their personalised learning goals.</p> <p>All IEPs and Differentiation Sheets were regularly updated and responsive to student learning needs and progress ensuring eligible students receive</p>

<p>Integration funding support</p> <p>\$151,462.00</p>	<p>personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs and Differentiation Sheet reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$223,982.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Minchinbury Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Assessment for, as and of Learning • Personal Responsibility for Professional Learning • Attendance • Wellbeing • Student Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support literacy program implementation. <p>The allocation of this funding has resulted in the following impact: Greater number of students have access to targeted literacy support programs. All students have access to experiences, opportunities and incursions/excursions.</p> <p>After evaluation, the next steps to support our students will be: Providing students with access to experiences and materials that may be beyond the financial capabilities of their family. Providing students with programs that are fully or partially subsidised by the school.</p>
<p>Aboriginal background</p> <p>\$25,515.79</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Minchinbury Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of cultural program targeting First Nations students <p>The allocation of this funding has resulted in the following impact: Implementation and embedding of cultural program for First Nations students. All First Nations students have access to experiences, opportunities and incursions/excursions.</p>

<p>Aboriginal background</p> <p>\$25,515.79</p>	<p>After evaluation, the next steps to support our students will be: To continue to implement the First Nations cultural program. Providing students with access to experiences and materials that may be beyond the financial capabilities of their family.</p>
<p>English language proficiency</p> <p>\$124,001.98</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Minchinbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Access to additional support due to additional staff being employed.</p> <p>After evaluation, the next steps to support our students will be: Targeting students early to increase their English skills to access the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$205,021.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Minchinbury Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students with high needs are supported in the classroom and playground.</p> <p>After evaluation, the next steps to support our students will be: Continuing to analyse student data to target students who need extra support at school.</p>
<p>Professional learning</p> <p>\$31,632.51</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Minchinbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Assessment for, as and of Learning • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funding the employment of additional staff to provide release for staff to undertake professional learning • Covering professional learning course costs for staff to engage in professional learning activities

<p>Professional learning</p> <p>\$31,632.51</p>	<p>The allocation of this funding has resulted in the following impact: Staff provided with professional learning opportunities within the school day. Staff participated in observations of expert teachers demonstrating their expert teaching.</p> <p>After evaluation, the next steps to support our students will be: Targeting high impact professional learning for staff that cater for the current needs of our students. Providing further opportunities for staff to collaborate to refine practice and engage in professional dialogue.</p>
<p>QTSS release</p> <p>\$89,249.47</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Minchinbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Assessment for, as and of Learning • Instructional Leadership • Personal Responsibility for Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • funding the employment of additional staff to provide release for staff to undertake professional learning <p>The allocation of this funding has resulted in the following impact: Staff provided with professional learning opportunities within the school day. Staff participated in observations of expert teachers demonstrating their expert teaching. Support for staff to implement whole school professional learning into their classrooms.</p> <p>After evaluation, the next steps to support our students will be: Staff provided with professional learning opportunities within the school day. Targeting high impact professional learning for staff that cater for the current needs of our students. Providing further opportunities for staff to collaborate to refine practice and engage in professional dialogue.</p>
<p>COVID ILSP</p> <p>\$165,125.88</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact: Students being targeted for small group explicit instruction in literacy. Student data analysed to target students for small group instruction.</p> <p>After evaluation, the next steps to support our students will be: Continuing to provide support for students whose learning has been impacted by COVID-19.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	246	228	208	223
Girls	252	260	242	247

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.0	91.6	84.5	90.5
1	91.0	92.7	84.6	89.7
2	93.3	92.2	86.2	90.1
3	93.0	91.4	85.2	89.5
4	92.7	92.6	86.0	90.3
5	92.2	92.7	87.9	90.5
6	92.7	92.2	84.7	90.4
All Years	92.4	92.2	85.6	90.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.35
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher EAL/D	0.6
School Counsellor	2
School Administration and Support Staff	3.78

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	525,951.92
Revenue	5,683,558.30
Appropriation	5,501,323.06
Sale of Goods and Services	10,302.39
Grants and contributions	147,556.76
Investment income	24,076.09
Other revenue	300.00
Expenses	-5,052,238.55
Employee related	-4,507,855.95
Operating expenses	-544,382.60
Surplus / deficit for the year	631,319.75
Closing Balance	1,157,271.67

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 SBAR Adjustments (\$)
Targeted Total	115,032
Equity Total	578,521
Equity - Aboriginal	25,516
Equity - Socio-economic	223,983
Equity - Language	124,002
Equity - Disability	205,021
Base Total	3,522,063
Base - Per Capita	117,117
Base - Location	0
Base - Other	3,404,946
Other Total	723,926
Grand Total	4,939,543

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Student satisfaction: Tell Them From Me Student Survey

Survey completed in September by 201 students in Years 4, 5 and 6.

Student results indicated that:

- Students believe that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. (School mean = 7.6 out of 10. This is above the NSW Government Norm.)
- Students have friends at school they can trust and who encourage them to make positive choices. (School mean = 84%)

Selection of comments received from students:

- I like how we have respectful students in our school. We have very kind teachers. We have people who care about people even if they are weird, short or young.
- Minchinbury Public School is a place where I feel like I can learn, be safe, be creative and be myself without being interrupted very often.
- I like the support from teachers and I also like the after school care that helps people if they have parents that work.
- I like all the extra-curricular opportunities that are available for all ages. The race equality, gender equality in all activities. I love how clean the facilities are.
- I like that it is very big and spacious. I also like that the teachers we have are always very understanding when something has happened at school or at home. One last thing I also like is that the teachers also provide resources for their students. They are also very inclusive.

Teacher satisfaction: Tell Them From Me Teacher Survey

Survey completed in September by 26 teachers.

Teacher results indicated that:

- Teachers believe there is strong leadership in the school. (School mean = 7.8; NSW Govt Norm = 7.1)
- Teachers believe there is strong collaboration in the school. (School mean = 8.0; NSW Govt Norm = 7.8)
- Teachers believe there is a strong learning culture in the school. (School mean = 8.3; NSW Govt Norm = 8.0)
- Teachers provide a variety of teaching strategies to teach students. (School mean = 8.2; NSW Govt Norm = 7.9)

Selection of comments received from teachers:

- We are welcoming to all walks of life. Our main goal is to educate students and we strive to do our best and beyond our best in this area. Professional learning is based on what our students need. Our students' needs are always front and centre in decision making.
- Our school is incredibly well-resourced. We have access to printing services, sporting equipment, computer devices, resource storerooms and more. It is great that our principal approves these resources so educators can teach to the best of their ability. I enjoy professional learning as it enables educators to develop skills in their practice. The staff and community are supportive and welcoming.
- Minchinbury PS is a great school to work at. It is welcoming, supportive and inclusive. Not only are students supported but so are staff. It also had a great community to work alongside.
- I believe that our school has a strong culture towards improving students' social emotional and academic wellbeing. I believe that the programs that we have in place support students in their overall wellbeing and provide them with a positive schooling experience. We have undertaken professional learning and encapsulated the changes to the curriculum in positive and supportive ways for teachers. We are led by a knowledgeable executive team that allow us to learn, implement and reflect as educators in order to cater to and meet the needs of our students.
- Professional learning provided is relevant, engaging and purposeful; lots of opportunities for career development and growth; supportive colleagues; dynamic leadership; staff all get along and enjoy working collaboratively.

Parent/Carer satisfaction: Tell Them From Me Parent Survey

Survey completed in September by 133 parents/carers.

Parent/Carer results indicated that parents/carers believe that:

- Parents/Carers are welcome at the school. (School mean = 8.0)
- Parents/Carers are informed about what is happening at the school. (School mean = 7.3)
- Our school supports positive behaviour. (School mean = 7.9)

Selection of comments received from parents/carers:

- It seems like you do the basics very well! Great initiative to teach a phonics program before the Education Department. Love that the kids are encouraged to have pride in their school and school community. Love that

post-COVID: band, choir, chess and debating are running. Thank you so much! We love being part of the MPS community and appreciate all the hard work that the teachers and staff do!

- MPS is an inclusive, nurturing and supportive school environment where children are encouraged to reach their potential. The teachers and leadership team are committed to making the education and social experiences for students positive and strive to work together with the community to help make Minchinbury a wonderful place to learn and live. The school is vibrant, well maintained and a safe and inspiring atmosphere where students can focus on their learning and this helps set up a positive experience and attitude to life long learning. The teachers are professional, dedicated and well supported by the leadership and administration team. The principal is committed to excellence in education and living the school values, engaging, energetic and extremely positive. Any matters in relation to behaviour or safety are taken seriously and dealt with empathetically, in a sensitive and supportive way, following school policies. The school canteen model and ability to order lunches on line is helpful for busy working parents. The use of social media, email and apps for communications is efficient and regular correspondence from the Admin team about information are appreciated. The administration team are efficient, extremely helpful and really care for the wellbeing of students. Minchinbury Public School is a wonderful school and our family is so pleased our children have had such a good start to their education!
- Welcoming community environment; Inclusive; Quality staff / teachers / principal
- Minchinbury Public School is a great school. I went to that school when I was a child, now I am a mother of two. One has graduated from Minchinbury and one is still there. Best school ever.



Our P&C members enjoying helping our students.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.