

2024 Annual Report

Minchinbury Public School



4577

Introduction

The Annual Report for 2024 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 school 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 background

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 2024, 470 students were enrolled, of which approximately 5% are First Nations students 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 a variety of learning experiences.

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 reading and 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 2024-2027 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.'*



Kindergarten students creating their vegetable garden.

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. 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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2024 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Delivering
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 School Excellence Plan and the achievement of school improvement measures.

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

Resources allocated to this strategic direction

English language proficiency
Small group tuition (SGT)
New Arrivals Program
AP Curriculum & Instruction
Refugee Student Support

Summary of progress

Effective Classroom Practice

Strengthening and embedding, effective, explicit, systematic and sequential teaching of reading and numeracy in every classroom has remained a focus to maximise reading and numeracy outcomes for students. Capacity of staff was increased through targeted professional learning that focused on explicit teaching practices, such as LISC, Gradual Release of Responsibility, engagement norms and Checking for Understanding. This was followed up with shoulder-to-shoulder support in the classroom and targeted professional discussions, led by the Principal and Assistant Principals. Programs were critically evaluated and reviewed to assess their effectiveness and impact. They were then aligned to current research detailing best practice.

The school's Principal and Assistant Principals mentored and coached staff, and provided them with professional learning and in-class support to embed evidence-based practices. This will be a continuing focus.

Teachers were provided with opportunities to collaborate to create, modify and evaluate programs. The new 3-6 English and mathematics syllabus documents were embedded in all 3-6 teaching programs. Teachers and students have now implemented new English and mathematics syllabus documents in their classrooms across K-6. Whole school professional learning was provided to staff on the implementation of the Department of Education's sample units. Teachers continue to contextualise and embed these units to best meet the needs of their students.

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 and numeracy. Reading Snapshot data indicates 100% of students scoring above 50% of questions correctly. Numeracy Snapshot data indicates the percentage of students achieving growth in numeracy has increased by 40%. Programs for targeted group intervention have been established, including MiniLit for Stage 1 students and MacqLit for Stage 2 students.

Assessment for, as and of Learning

Minchinbury Public School embeds a range of meaningful assessments that allow teachers to evaluate student learning over time. Teachers effectively monitor, plan and report on student learning and use data to inform planning and modify teaching practice to lead to improvement.

Improvement was achieved through a constant review and analysis of assessment tasks. The school utilised the Department of Education's assessment tasks and combined these with internal assessments. The school participated in a trial of new departmental Reading Comprehensive assessment tasks.

Data analysis of the results is embedded into whole school, executive and team meetings, including executive and stage planning days. This allowed teachers the opportunity to collaboratively identify growth, trends, areas of strength and areas for improvement. After critical reflection, plans for adjusting teaching practices and programs are created that will

lead to improvement of student outcomes.

Comparative data is collated and discussed regularly. This data is used to determine the effectiveness of teaching practices and programs over time. Students' needs are targeted, and interventions are implemented, monitored and evaluated. To address areas needing further development within English and numeracy, teaching sprints are being embedded across the school and data highlighting the impact of the sprints and growth made by students is shared and discussed. This has improved student results and understanding in areas of need, for example the percentage of Early Stage 1 students able to solve additive tasks involving two concealed collections of items has increased by 32%. Executive staff use comparative data to evaluate the impact of teaching leading to student learning. 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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improved reading outcomes An increase in Check-in Assessment mean scaled score for reading in Year 3 and Year 5 for 2024 compared with Year 3 and Year 5 in 2023.	The Check-In Assessment mean scale score for Year 3 reading in 2024 decreased by 4.61 compared with Year 3 in 2023. The Check-In Assessment mean scale score for Year 5 reading in 2024 decreased by 5.47 compared with Year 5 in 2023.
Improved numeracy outcomes An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and Year 5 for 2024 compared with Year 3 and Year 5 in 2023.	The Check-In Assessment mean scale score for Year 3 numeracy in 2024 increased/decreased by 3.48 compared with Year 3 in 2023. The Check-In Assessment mean scale score for Year 5 numeracy in 2024 decreased by 2.02 compared with Year 5 in 2023.



Students engaging in peer reading.

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 School Excellence Plan and the achievement of school improvement measures.

- Instructional Leadership
- Professional Learning Communities

Resources allocated to this strategic direction

QTSS release

Professional learning

Beginning teacher support

Summary of progress

Instructional Leadership

Instructional leadership continued to be a high impact strategy that directly supported teachers to strengthen their expertise and embed evidence-informed practices to optimise learning for all students. The Principal and Assistant Principals provided professional learning to staff through whole school sessions, shoulder-to-shoulder in-class support, team teaching, lesson demonstrations and observations, and critical feedback. The impact of school instructional leadership is that all teachers and students are applying evidence-based practices in the classroom.

Coaching, mentoring and collaborative practices in the teaching of literacy and numeracy were implemented through the utilisation of QTSS funds and strategic timetabling. Professional dialog took place frequently, inside and outside of the classroom. This has ensured professional learning and curriculum implementation is effective and sustainable.

Professional Learning Communities

All staff engage in the process of creating an individual Performance and Development Plan (PDP). Goals formed align with individual professional learning goals and school priorities. Teachers are provided opportunities to engage in professional learning that they had identified as a priority for them.

Staff with common goals have been identified and opportunities for them to engage in collaborative professional learning have been provided due to the use of QTSS funding. Teachers working in professional learning communities have been provided with time during the school day to engage in targeted, identified professional learning. Staff working within professional learning communities then collaboratively lead whole school professional learning. This has continued to enhance the school's sharing learning culture.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Instructional Leadership Executive staff deliver professional learning at highly accomplished or lead level on at least two occasions during the year.	100% of executive staff delivered professional learning at highly accomplished level on at least two occasions during the year.

Professional Learning Communities

Staff PDPs are utilised to collate and identify common staff professional learning goals.

PDPs were utilised to collate and identify common staff professional learning goals for 17 staff.



Students participating in the annual Leadership Day, at which student leaders from neighbouring schools gather to take part in leadership activities.

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 School Excellence Plan and the achievement of school improvement measures.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background

Per capita

Integration funding support

Refugee Student Support

Low level adjustment for disability

Aboriginal background

Summary of progress

Attendance

The school community is frequently given information on the importance of attendance at school. Regular attendance, and improvements in attendance, are celebrated. Attendance data is monitored, analysed and discussed weekly. This is monitored at the class level, the stage level and the whole school level, and is shared with executives, class teachers and the Learning and Support Team.

Attendance strategies are targeted towards families and students struggling with low attendance. The school works closely with families, maintaining positive relationships, to implement strategies to encourage improved attendance at school. Individual supports the school provides include meeting students at the school gates each morning, daily check-ins and sending encouraging videos before school each day. Individual student rewards and celebrations are implemented when attendance goals or attendance benchmarks have been reached.

Staff have participated in professional learning run by the school's Attendance Coordinator and Home School Liaison Officer (HSLO) on the close link between attendance and wellbeing. This has helped the school to be very proactive in monitoring and following up student attendance issues. The percentage of students attending greater than 90% of the time has increased.

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 School Bytes to families when there are unexplained student absences
 - Continued implementation of Breakfast Club 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

Explicit teaching of wellbeing strategies is implemented across the school. Positive Behaviour for Learning (PBL) strategies and Smiling Mind practices have been embedded, K-6. Four targeted teachers have also trialled implementing PAX Good Behaviour Game, involving trauma-informed and evidence-informed strategies. Feedback and pre- and post-data on the trialling of this program have been very positive. All staff will receive training and professional learning about the implementation of PAX Good Behaviour Game. PAX Good Behaviour Game will then be implemented across the whole school in 2025. This will assist students and teachers to maximise learning time in the classroom.

Wellbeing programs are evaluated regularly through the collection and analysis of data. This data is discussed and distributed to all staff. Changes in wellbeing practices result from these analyses. A twice-termly PBL staff playground

survey drives whole school PBL focuses based on identified behaviours of concerns. These focuses are discussed at whole school assemblies, stage assemblies and are communicated via the school's newsletter that is distributed to all families. Students are rewarded for making choices that align with the PBL focuses and for demonstrating consistent respectful, safe learner behaviours.

The school will continue to make wellbeing a priority.

Students who met the criteria for Integration Funding Support were provided with support through the employment of School Learning Support Officers (SLSOs), providing one-to-one support. Staff were provided with professional learning, including from behaviour specialists, upskilling them in supporting students with particular behaviour needs. When necessary, the school collaborated with the Department's Team Around a School to support students with high needs.

Aboriginal background funding was used to release the coordinator of the First Nations Committee to meet twice a term with First Nations students to implement a cultural program. Other staff members joined the cultural program on a rotational basis to form connections with our First Nations students. Our First Nations students were provided with experiences focusing on Connection to Country, and celebrated their culture through engaging in dance groups and performing for the school and wider community. All First Nations students were invited to attend an excursion to Kimberwalli.

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 with extra needs in the classroom and playground.

Student and staff wellbeing are prioritised at Minchinbury Public School.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Attendance Our school aims to achieve 100% data completeness for attendance every day, so that we know which students are not attending and why.</p>	<p>The school achieved 100% data completeness for attendance every day, so that we know which students are not attending and why.</p>
<p>Wellbeing Improvement in the percentage of students identifying as having a positive sense of wellbeing through the Tell Them From Me Survey.</p>	<p>Tell Them From Me data shows an improvement of 5% of students identifying as having a positive sense of wellbeing.</p>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,147.24</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Assessment for, as and of Learning • 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: Targeting student individual needs to ensure that their general wellbeing allows these students to successfully access learning.</p> <p>After evaluation, the next steps to support our students will be: A continued approach to ensuring a smooth transition into the school.</p>
<p>New Arrivals Program</p> <p>\$24,535.00</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <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: Newly arrived students have been supported to transition to our school.</p> <p>After evaluation, the next steps to support our students will be: Continued EALD support for these students.</p>
<p>Integration funding support</p> <p>\$195,387.00</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 Excellence 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 • staffing release for individual case conferences and development / review of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All IEPs, Differentiation Sheets and Individual Behaviour Plans were regularly updated and responsive to student learning needs and progress.</p>

<p>Integration funding support</p> <p>\$195,387.00</p>	<p>Eligible students received personalised learning and support within their own classrooms. Staff have built capacity in providing adjustments and being responsive to students' needs. Eligible students have responsive Individual Behaviour Plans and Individual Behaviour Response Plans.</p> <p>After evaluation, the next steps to support our students will be: The use of Integration Funding will be adjusted throughout the year in response to student IEPs, Differentiation Sheets and Individual Behaviour Plan reviews to ensure funding is targeted to specifically address student support needs.</p>
<p>Socio-economic background</p> <p>\$251,492.10</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Attendance • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the MacqLit program implementation. • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <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. Programs are developed for targeted students, such as Breakfast Club and rewards for improved attendance.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide financial support to families so that all students have access to all school activities. Providing students with programs that are fully or partially subsidised by the school.</p>
<p>Aboriginal background</p> <p>\$31,455.62</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 Excellence 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 (SLSOs) to support First Nations students • Staffing release to support development and implementation of cultural programs targeting First Nations students <p>The allocation of this funding has resulted in the following impact: Cultural Program for First Nations students implemented and embedded. First Nations students engaging in regular cultural activities that connect them to country and their culture.</p>

<p>Aboriginal background</p> <p>\$31,455.62</p>	<p>After evaluation, the next steps to support our students will be: To continue to provide the First Nations Cultural Program for our students. Providing students with access to experiences and materials that may be beyond the financial and practical capabilities of their family.</p>
<p>English language proficiency</p> <p>\$197,672.89</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 Excellence 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: EAL/D students have access to additional support due to additional staff being employed.</p> <p>After evaluation, the next steps to support our students will be: Professional learning on teaching English as an additional language. Targeting students early to increase their English skills to access the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$197,696.54</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 Excellence 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"> • providing support for targeted students within the classroom through the employment of SLSOs • targeted students are provided with an evidence-based literacy intervention program (MiniLit and MacqLit) to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Students with high needs are supported in the classroom and on the playground. Intervention programs, MiniLit and MacqLit, have been established and implemented.</p> <p>After evaluation, the next steps to support our students will be: Continuing to analyse student data to target students who require additional support at school. Continue to provide additional support for identified students through the employment of SLSOs.</p>
<p>Professional learning</p> <p>\$33,574.12</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 procedures at Minchinbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Professional Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses

Professional learning \$33,574.12	<p>The allocation of this funding has resulted in the following impact: Staff provided with professional learning opportunities within the school day. Increased capacity of all teachers to embed effective practices in explicit teaching, resulting in improved student results.</p> <p>After evaluation, the next steps to support our students will be: Continued personalised and targeted professional learning in the form of coaching and identified professional learning courses. Providing further opportunities for staff to collaborate to refine practice and engage in professional dialogue.</p>
QTSS release \$102,003.15	<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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Professional Learning Communities <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 • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff to implement high quality teaching and learning experiences <p>The allocation of this funding has resulted in the following impact: Staff provided with professional learning opportunities within the school day. 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: Continuing to provide staff with professional learning opportunities within the school day. Targeting high impact professional learning for staff that cater for the current needs of the students.</p>
Per capita \$81,076.21	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Minchinbury Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchasing teaching and learning equipment for the classroom • Upgrading the physical environment of the school for the students <p>The allocation of this funding has resulted in the following impact: All students have equitable access to learning materials. The school environment has been maintained and upgraded to meet the needs of the students.</p> <p>After evaluation, the next steps to support our students will be: Maintaining and upgrading classroom teaching and learning resources. Continuing to provide all students with access to all learning experiences.</p>
AP Curriculum & Instruction \$168,195.00	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice

<p>AP Curriculum & Instruction</p> <p>\$168,195.00</p>	<p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum <p>The allocation of this funding has resulted in the following impact: Executive staff released to provide additional professional learning to teachers. Teachers provided with shoulder-to-shoulder support to implement curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continued utilisation of the Assistant Principal Curriculum and Instruction to support teachers to improve their practice.</p>
<p>Small group tuition (SGT)</p> <p>\$29,302.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Minchinbury Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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 the implementation of literacy small group tuition using data sources to identify specific student need.</p>



Kindergarten students working together in mathematics

Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	228	208	223	251
Girls	260	242	247	238

Student attendance profile

School				
Year	2021	2022	2023	2024
K	91.6	84.5	90.5	89.9
1	92.7	84.6	89.7	88.7
2	92.2	86.2	90.1	89.3
3	91.4	85.2	89.5	88.4
4	92.6	86.0	90.3	91.6
5	92.7	87.9	90.5	90.0
6	92.2	84.7	90.4	89.6
All Years	92.2	85.6	90.2	89.7
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	90.0

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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.



Stage 1 students on an excursion to Sydney Zoo

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.34
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher EAL/D	1
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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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.



Students taking part in Playground Pals training

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	825,898.84
Revenue	5,755,712.57
Appropriation	5,554,182.40
Sale of Goods and Services	12,700.61
Grants and contributions	152,910.93
Investment income	35,349.88
Other revenue	568.75
Expenses	-5,356,390.87
Employee related	-5,031,037.76
Operating expenses	-325,353.11
Surplus / deficit for the year	399,321.70
Closing Balance	1,225,220.54

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.



A valued member of our chess team

Financial summary - Equity loadings

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

	2024 SBAR Adjustments (\$)
Targeted Total	124,243
Equity Total	678,317
Equity - Aboriginal	31,456
Equity - Socio-economic	251,492
Equity - Language	197,673
Equity - Disability	197,697
Base Total	3,574,569
Base - Per Capita	81,076
Base - Location	0
Base - Other	3,493,492
Other Total	869,523
Grand Total	5,246,652

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.



A valued member of our band program

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.



Our Stage 3 students enjoying the annual Stage 3 camp

Parent/caregiver, student, teacher satisfaction

Student Satisfaction: Tell Them From Me Student Survey

Survey completed in May by 213 students in Year 4, 5 and 6.

Student results indicated that:

- In the area of explicit teaching practices and feedback, students believe that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. (The school mean is above the NSW Government norm.)
- In the area of positive learning climate, students understand there are clear rules and expectations for classroom behaviour. (The school mean is above the NSW Government norm.)

Teacher Satisfaction: Tell Them From Me Teacher Survey

Survey completed in September by 27 teachers.

Teacher results indicated that:

- Teachers believe there is strong leadership in the school. (School mean = 8.1; NSW Govt norm = 7.0)
- Teachers believe there is strong collaboration in the school. (School mean = 8.0; NSW Govt norm = 7.6)
- Teachers believe there is a strong learning culture in the school. (School mean = 8.4; NSW Govt norm = 7.8)

Selection of comments received from teachers:

- Curriculum reform is implemented effectively. Teachers are supported to implement change and/or best practice.
- I like that we have high standards and expectations of students and teachers. I like that we are always looking at ways to improve.
- The school is very professional and I feel very welcome at this school. The teachers have done a great job maintaining the behaviour of students and making students feel safe in this school. The teachers are very respectful of different cultures and religions. It is a great school to be a part of.

Parent/Carer satisfaction: Tell Them From Me Parent Survey

Survey completed in September by 215 parents/carers.

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

- Parents/Carers are welcome at the school. (School mean = 8.6; NSW Govt norm = 7.2)
- Parents/Carers are informed about what is happening at the school. (School mean = 8.0; NSW Govt norm = 6.2)
- Our school supports learning. (School mean = 8.2; NSW Govt norm = 6.9)
- Our school supports positive behaviour. (School mean = 8.4; NSW Govt norm = 7.3)

Selection of comments received from parents/carers:

- The school is welcoming. When entering the school, it feels organised and has a sense of calmness required for a good learning environment.
- The school has been welcoming and open to early communications in relation to the special needs of the child. The school community/teachers/other families are supportive of each other. The current P&C are working overtime to make the school an enjoyable place to visit, more colourful with more playground activities. The school does a good job of recognising individual achievements in line with the personal goals of the child. The office staff are always welcoming and helpful. The teachers are happy to have informal chats when time allows in relation to the child's progress or how their day was.
- Minchinbury is the absolute best. All the teachers and educators are so friendly and fantastic. Never had any issues, and if there were any issues I believe they would be dealt with with immense empathy and professionalism. I have nothing but great things to say about Minchinbury Public School.



The Minchinbury Public School Girls Touch Football Premiership Team

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.



Our Stage 2 dance sport team