<table>
<thead>
<tr>
<th><strong>School</strong></th>
<th>1794</th>
<th><strong>Mintabie Area School</strong></th>
</tr>
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**School & Site Details**

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Org No</td>
<td>1794</td>
</tr>
<tr>
<td>Full Name</td>
<td>Mintabie Area School</td>
</tr>
<tr>
<td>Address</td>
<td>Airport Road, Mintabie</td>
</tr>
<tr>
<td>Postal Address</td>
<td>PO Box 54, Mintabie SA 5724</td>
</tr>
<tr>
<td>Phone</td>
<td>(08) 8670 5038</td>
</tr>
<tr>
<td>Fax</td>
<td>(08) 8670 5040</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:admin@mintabieas.sa.edu.au">admin@mintabieas.sa.edu.au</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Veronica Hartnett</td>
</tr>
<tr>
<td>Type</td>
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<td>Designation</td>
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<td>Index of Disadvantage</td>
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</tr>
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<td>Latitude</td>
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</tr>
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<td>Distance</td>
<td>1127</td>
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<tr>
<td>Opened</td>
<td>1 February 1986</td>
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ANNUAL REPORT VERIFICATION

This annual report provides the community and the Chief Executive, Department of Education and Children’s Services with important information on aspects of the operation of our school. Together with the Partnerships Plan, Services Agreement and Triennial Report, it comprises the public and documented components of the Framework for Quality, Improvement and Accountability being implemented at the school as part of our commitment to providing high quality care and education.

The report contains detail on aspects of the school’s core business as outlined in the Services Agreement and describes progress towards the achievement of targets for improvement objectives identified as a priority for the current year.

Copies of the report will be made available to:
The Chief Executive
The school community
All members of the Governing Council
The District Superintendent

The annual report is one significant way in which our school meets accountability requirements. Further, it will be an important resource to assist with the validation of data as part of the external review process.

This report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.

Veronica Hartnett
Principal

Ann Rako
Chairperson, Governing Council

December 2010
The DECS Improvement and Accountability Framework (DIAf) supports sites at state, district and school/preschool level to achieve and sustain high performance. It integrates processes of improvement and accountability to achieve effectiveness. The framework consists of five elements. They are

Standards
The standards that guide our work and direct our improvement efforts

Self Review
An annual process intended to help us reflect on how effective we are and what areas require improvement

Improvement Planning
The process through which we focus on priorities for improvement, currently described in plans such as the Site Learning Plan, Early Years Literacy Plan etc

Intervention and Support
The way in which we provide additional resourcing and assistance for those students and programs needing extra support

Performance Reporting
The way in which we account for our performance. This annual report is one way in which we do this.

Underpinning the above five elements are nine principles that reflect the work of effective schools. They include

- Focus on Learning
- Thinking Systemically
- Shared Leadership
- Attend to Culture
- Listen and respond
- Make Data Count
- Set Direction
- Target Resources
- Continuously Improve

As a DECS site, we have implemented the improvement and accountability framework and addressed relevant principles as part of our self review. This report describes the outcomes of this process.
The Governing Council met regularly this year. After Vanessa left town Meike was seconded onto Council and was immediately thrown in the deep end as Secretary. Members were asked by the Education Union to boycott the NAPLAN tests because of issues with 'League Tables', but Mintabie sees the tests as providing useful data given our small student numbers.

A new Site Improvement Plan was approved after discussion, ensuring the issues we see as of prime importance were highlighted. Playcentre shadecloth was erected and the music and youth centre areas were in operation. New purchases included a large refrigerator in the Home Ec room and crockery and other kitchen necessities.

Al agreed to attend a tag and test course at TAFE in order to be able to check the electrical equipment, thus saving the school considerable expense.

The AGM was held 7 June. The Finance Report highlighted the favourable economic position the school was in—Cash in hand $19,336, Investment 169,794. It was agreed to put $50,000 in a separate account to be kept for when replacement vehicles will be required. The Auditors Report was tabled and accepted. New Council comprises Ann Rako as Chair, Al Lad as Vice Chair, Ivanka Sumanovic as Treasurer and as noone believed they had the skills or were willing to take on the role of Secretary, Veronica offered to fill the role. Other Council members were Oak Harradine, Leroy Lester and Meike Baggendorf.

The Materials & Services Charge for 2010 had not been minuted so this was processed mid year.

It was agreed to sell off surplus old computers to the community and use funds raised to purchase new equipment.

Veronica won the position of Principal for a further 5 years and immediately had to prepare for a trip to Pt. Augusta for a Validation process.

The Investing in our Schools Grant requested the school spend the unspent funds within 3 weeks and new chairs for the classroom and resources for the community friendly library were ordered.

The Policy folder was reviewed and modified to meet the needs of the school.

Indulkana students visited for a woodwork/science joint project with our students and the interaction was beneficial to both groups.

The Materials & Services charge for 2011 was passed as per protocol and a Site Closure day for Melbourne Cup, as per usual was accepted.

The Governing Council has worked well together and all members have shown a real commitment to Mintabie Area School. Staff, Council and the whole community have the best interests of the students at heart and so it is worth everyone’s time to work collaboratively in order to achieve Quality Outback Education.
2010 began with 3 new staff members—Grant Buik in the Primary class, Eileen Hooper as Finance and Admin Officer and Al Lad as classroom support and librarian. Brendan Harradine returned as Science/Maths/ICT teacher and a new role as Coordinator 1 (ICT)

There were several disruptions to continuity throughout the year. I had to take emergency leave for family reasons and Steve Riley took over as Principal for 3 weeks. Grant had sick leave and Brendan had to be absent for the birth of little Shaun. We were fortunate to have Trevor Vowels as a replacement teacher on both occasions.

There were many highlights during the year. Included were:

- Setup of new community friendly library with a vast selection of DVDs and CDs for all to borrow—top effort Al to turn chaos into order
- Testing of all students to determine a level and use the data to identify individual needs. All those tested in March have been re-tested in November to measure growth
- The new Music and Youth rooms were completed and utilised. These have been greatly appreciated by students who spend 2 lunchtimes per week honing their pool/table tennis/air hockey skills
- The Healthy Lunch program continued with students being able to access a substantial and tasty lunch 3 days a week. Well done to the Secondary class under the guidance of Brendan (and Oak) who produced some spectacular Home Ec. recipes
- A fantastically successful whole school camp to Katherine, visiting attractions in Alice Springs, Tennant Creek and Mataranka on the way
- Year 3, 5, 7 and 9 students sat the National literacy and numeracy tests
- Visits by a number of District Office personnel, including our ever welcome District Director, David Craig. Also of assistance has been trips by Jo Bienke, Amanda Douglas, Open Access staff, Peter Perry and Rob Larsson.
- Bookweek—building a story bridge, paper plane construction and video book animation.
Sports Day was a great success once again, even more so when at the end of the day it was discovered that Mintabie had finally regained the Shield.

Visit by Indulkana boys and the 3 day program involving woodwork projects and science activities, while I programmed special activities for the girls.

The annual end-of-year Production which was a huge success. This year entitled *Monster Australia's Got Talent*.

Numbers have remained relatively stable over the year—some students leave but others have arrived.

2011 is shaping up to be an interesting and challenging year, with 2 Year 11 students beginning their SACE.

I intend to be at Mintabie for the next 5 years and have no hesitation in stating that I look forward to the challenge and the opportunity to contribute to *Quality Outback Education*.

Veronica
**Comment:**

Attendance would be our greatest impacting factor on student learning. The greatest number of absences are Unexplained followed by Family reasons. There appears to be little we can do to resolve the issue as support from family is rarely forthcoming.

It needs to be noted that particularly in the younger students where there has been huge issues of absenteeism at other schools, these students attend Mintabie on a regular basis and anecdotally note they enjoy coming to school. Most of the students are allowed to make the decision themselves about attendance and most generally choose to get themselves up and ready to catch the school bus.

District Office has attempted to follow up several of the unexplained absenteeism with virtually no result. Our isolation ensures there is no ongoing support and follow-up on significant issues.
## Destination Data

<table>
<thead>
<tr>
<th>Destination</th>
<th>No. students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
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<tr>
<td>Returning</td>
<td>13</td>
</tr>
<tr>
<td>Interstate</td>
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<tr>
<td>Seeking employment</td>
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<tr>
<td>Tertiary/Tafe</td>
<td>1</td>
</tr>
<tr>
<td>Transfer</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
</tr>
</tbody>
</table>

### Tertiary Education

![Tertiary Education](image)
During September 2010 Schools were asked to collect Reading Record Data on Year 1 and 2 students to determine students reading levels.

This process was completed at Mintabie Area School and the table below shows the number of students in each category of reading levels.

This information was collated and placed into EDSAS. This was then given to the Department.

### Year 1 - 2 : Reading Levels

<table>
<thead>
<tr>
<th>Levels-:</th>
<th>Levels 1-6</th>
<th>Levels 7-12</th>
<th>Levels 13-20</th>
<th>Levels 21-26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students -:</td>
<td>2 Students</td>
<td>0 Students</td>
<td>0 Students</td>
<td>0 Student</td>
</tr>
</tbody>
</table>
During 2010 we have seen the school’s population fluctuate throughout the year. This has created difficulties in determining student progression in literacy and numeracy as the majority of new students have arrived during the second semester. Compounding this is the fact that several students are very itinerant and have come and gone intermittently throughout the year. Too, absenteeism has been an issue with some Secondary students.

This data is reflective from the data collected over the past 12 months at Mintabie Area School. The few R-Yr 4 students who have remained for the whole of 2010 were tested at the beginning of the year and then the end of 2010.

For the first time the PAT tests have been used to provide achievement data
- PAT Comprehension Test
- PAT Vocabulary Test
- PAT Spelling Test
- PAT Combined Test Mathematics
- Waddington’s Spelling Test R-2

The Mintabie Area School Site Improvement Plan Learning Targets in 2010 requires all students to demonstrate they are at reading/spelling age appropriate to their chronological age or that there has been a 10% improvement. The tables below record the results of the testing of students in both Literacy and Numeracy and interpretation of this data.

**INTERPRETATION**

<table>
<thead>
<tr>
<th>Student</th>
<th>Comp A Scale</th>
<th>Comp B Scale</th>
<th>Vocab A Scale</th>
<th>Vocab B Scale</th>
<th>Spelling A Scale</th>
<th>Spelling B Scale</th>
<th>Maths A Scale</th>
<th>Maths B Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 1—A</td>
<td>67.3</td>
<td>69.8</td>
<td>N/A</td>
<td>N/A</td>
<td>W: 5.11</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Yr 1—B</td>
<td>52.4</td>
<td>77.9</td>
<td>N/A</td>
<td>N/A</td>
<td>W: 5.9</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Yr 3—A</td>
<td>72.3</td>
<td>93.9</td>
<td>N/A</td>
<td>N/A</td>
<td>W: 6.0</td>
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<tr>
<td>Yr 3—B</td>
<td>89.3</td>
<td>97.2</td>
<td>94.7</td>
<td>87.4</td>
<td>58.2</td>
<td>82</td>
<td>27.6</td>
<td>37.8</td>
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<tr>
<td>Yr 3—C</td>
<td>112.4</td>
<td>114.5</td>
<td>118.3</td>
<td>114.4</td>
<td>87.4</td>
<td>84.5</td>
<td>45.7</td>
<td>56</td>
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<tr>
<td>Yr 5</td>
<td>108.4</td>
<td>106.8</td>
<td>94.1</td>
<td>101.4</td>
<td>119.3</td>
<td>131</td>
<td>32.4</td>
<td>32.4</td>
</tr>
</tbody>
</table>

Yr 1 student A only attends Mintabie school spasmodically—he alternates between living with Mum in Alice Springs and living with Nanna at Marla. Yr 1 B has shown considerable improvement in Comprehension (15%) but has a low reading age compared to her chronological age. This is partly due to coming from a household where English is a second language. Yr 3 student A has in the past had issues with attendance and is itinerant so is operating at a level well below her chronological age. She has been identified as requiring assessment for learning difficulties, but has managed to increase her comprehension skills by 13%.

Yr 3 student B has only been in Australia for just over 12 months and English is still very much his second language. However he has increased his comprehension and Maths skills. Problematic results with Vocab but results may be impacted on by several factors.

Yr 3 student C has had mixed results, improving in comp. and Maths but failing to improve in spelling and vocab.

Yr 5 student has also had mixed results which may be because of factors outside of school.
Interpretation

Yr 6 Student has been identified as having the highest level of disability but is showing evidence of progress.
Both Yr 8 students are improving in all areas apart from Vocab, which indicates this needs to be worked on. Student B is itinerant and has spent considerable time in Alice Springs during the year.
Yr 10 students are all problematic. None of them have attended all year.

Conclusion

The data has produced results which have helped to address the curriculum and will continue to drive learning programs. Our goals as identified in our Site Improvement Plan have not been met but what needs to be addressed when drawing up the SIP in 2011 is the impacting factors given the student context.
A large percentage of students are Indigenous who are itinerant and who have big attendance issues. Many have missed large blocks of work and continue to do so.
There appears little we can do about this except to continue to support the students as much as possible and focus on a ‘back to basics’ approach, attempting to provide these students with necessary life skills to be able to function effectively in society.

Other Testing

Students participated throughout the year in a number of UNSW Global Competitions in the areas of Spelling, Science and Mathematics.
One student received a Credit for Mathematics and a Distinction for Science
Given the small number of students in each year level it is important that students participate in these Competitions in order for teachers to assess levels
4 students was eligible to sit for the NAPLAN, 2 Year 3s, 1 Year 5 and 1 Year 9.

One Year 3 student, who had only been in Australia 6 months at the time of the test and has limited English skills obtained the National Minimum standard in Reading, Writing, Grammar and punctuation and Numeracy. He did not achieve this in Spelling.
The other Year 3 student, who has spent his school life at Mintabie achieved the National Minimum standard in all areas. He achieved higher than the national average in Numeracy.

The Year 5 who is Indigenous and has only been at Mintabie a relatively short while achieved the National Minimum standard in Reading, Spelling and Numeracy.

The Year 9 student is an itinerant Indigenous female who did not achieve any of the National Minimum standards. However, she has only attended this school for a brief time and has since left to take up a traineeship.
The student progress indicated that for the Yr 5 student Reading Progress and Numeracy Progress was evident. The Yr 9 student showed a Low Reading Pro-
VET Results

No students worked on a VET program

Senior student secondary student achievement: SACE

SACE Stage 1

There were no Stage 1 students. During the year 3 Year 10 students began working on their Personal Learning Plan but none attended regularly and so failed to complete it

SACE Stage 2

One Year 12 student worked on completing SACE. She desires a TER school for University entrance.

She successfully met all the requirements for the SACE.

Results:

Stage 1:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Biology</td>
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<tr>
<td>Integrated Learning</td>
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<td>Aust. Studies</td>
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<tr>
<td>Drama</td>
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<td>SA</td>
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<tr>
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<td>SA</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>SA</td>
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<tr>
<td>Hospitality VET</td>
<td>1</td>
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<tr>
<td>Media Studies</td>
<td>2</td>
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</tr>
<tr>
<td>Design &amp; Tech</td>
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<tr>
<td>Communications</td>
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<td>SA</td>
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Stage 2:

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</thead>
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<td>Hospitality VET</td>
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<td>13</td>
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<tr>
<td>English Communications</td>
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<td>17</td>
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<tr>
<td>Media Studies</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Nutrition</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Early Childhood Studies</td>
<td>2</td>
<td>11</td>
</tr>
</tbody>
</table>

Subsequently the student has been offered her first choice at University, thus continuing the record over the past 10 years, where every student who has wanted to complete Yr 12 has done so and each has gained the results they have aimed for
Vision Statement:

*At Mintabie Area School we will promote and achieve a safe caring and organised work environment that will allow staff and students to work at a high level of performance. Teaching and learning at the school will be the highest priority aiming at equality and excellence in education. A partnership between the traditional owners of the land, miners, ethnic groups, staff and students will allow a joint school community exercise that will promote education of the highest standard.*

Underpinning all aspects of educational life at Mintabie are our identified school values:
- Excellence
- Honesty
- Caring
- Responsibility
- Respect
- Social Justice

To ensure the Vision Statement and values become reality, areas which need to be addressed in the coming years include:
* An increased focus on the teaching of numeracy and literacy with an emphasis on providing students with basic skills such as tables and grammar
* A commitment to enhancing student wellbeing
* The development of more positive relations between staff members, between staff and students and between the school and the wider community
* The continuance of program development aimed at linking with the local Indigenous population to promote the notion of Reconciliation
Strategic Direction 1:

**Student Health & Wellbeing:**

Actions taken throughout the year:

* Daily fitness program implemented for all R-10 students and senior students encouraged to participate
* Healthy lunch option implemented 3 times a week—small charge but for those not able to meet costs, lunch is free. Students involved in preparation of lunch on 1 day per week
* All items in Canteen meets DECs standards
* Caregivers provided with information regarding nutritional awareness
* All Yr 6-10 students involved in drug and alcohol harm minimisation programs
* All R-10 students taught the Child Protection curriculum with a focus on addressing issues of bullying and harassment, including cyber bullying and on keeping themselves safe
* All Secondary students involved in mental health program aimed at working towards a positive mental health for themselves and others
* All students involved in decision making processes through SRC
* All students and staff involved in Environmental education programs and participated in *Clean Up Australia* project

Recommendations for the future:

* Continue daily fitness program
* Ensure resources available for continuation of healthy lunch program. Strongly encourage all students to participate
* Continue with meeting guidelines re Canteen and look for greater range of food/drink which meet requirements
* Continue education on the problems of substance abuse.
* Ensure all staff trained in Child Protection Curriculum
* Focus on a Personal Development program for all students to meet an identified need
* Invite a SRC Representative to Governing Council meetings
* Foster relationships with students, particularly those at risk, so that they continue to see MAS as a safe and caring place to be and choose to attend school

Strategic Direction 2:

**Literacy:**

Actions taken throughout the year:

* All R-10 students tested to ascertain Baseline Data at beginning of year and end
* Most students demonstrated that there has been some improvement
* Many students have indicated they are performing at a less than optimum level
* All Primary students participated in Premiers Reading Challenge
**Recommendations for the future**

* Continue with Baseline Data to drive curriculum in areas of most need—purchase of new testing material appropriate to an Area School—PAT Science
* Promote student involvement in Literacy programs including reading aloud in front of class to enhance reading and promote confidence
* Focus on spelling/grammar programs to reinforce basic concepts
* Promote Genre teaching and learning
* Ensure all students, including Secondary continue to be involved in Premiers Reading Challenge and Uni NSW Competitions
* Support students on ILPs
* Introduction of the new National Curriculum

**Strategic Direction 3:**

**Numeracy:**

**Actions Taken Throughout the Year:**

* All R-10 students tested at beginning and end of year or when enrolling
* A focus, whenever possible, on the teaching of basic skills such as tables
* All eligible students participated in a National Maths competition
* Most students have shown some improvement

**Recommendations for the future:**

* More of a focus on text-book teaching at appropriate developmental levels, using ICT as a support resource
* Sequential teaching to address SACSA Outcomes and the introduction of the new National Curriculum
* Increased teaching time allocated to Numeracy
* Staff T&D accessed if required

**Strategic Direction 4:**

**SACE with VET focus:**

**Actions Taken Throughout the Year:**

* All senior students worked on individual programs incorporating best mix of Open Access and face-to-face teaching to best meet their needs
* All senior students offered VET courses which best met their needs
* Provision of travel, resources and accommodation to incorporate practical aspects of VET courses
* All senior students provided with resources and information in order to identify career pathways and enhance skills
* Staff training for the introduction of Future SACE
* Senior students successful completion of SACE

**Recommendations for the future**
* Continue with counselling re individual programs tailored to meet needs
* Continue to promote community use of school and facilities for self-improvement
* Continue to offer choice re VET programs
* Work in partnership with the Trade Training Centre to enhance student opportunity
* Ensure all Yr 10 students work on PLPs

**Strategic Direction 5:**

**Information Technology:**

**Actions Taken Throughout the Year:**
* ICT embedded throughout curriculum
* Employment of an ICT specialist as Coordinator 1 for the provision of stand-alone ICT lessons
* All students able to have almost unlimited use of ICTs

**Recommendations for the future:**
* All students to have equal access to technologies
* Continue to embed ICT in all curriculum areas
* Continue to skill students by the provision of separate ICT lessons
* Qualified staff member to be raised to Coordinator 2 ICT
* Provide staff T&D opportunities to enhance ICT skills
* Utilise videoconferencing to link into District opportunities

**Strategic Direction 5:**

**Balancing Curriculum:**

**Actions Taken Throughout the Year:**
* Employment of HPI hours from community to ensure curriculum balanced
* Paying for visiting experts to provide student access to an enhancement program as well as ensuring interaction with Indulkana Anungu School
* Whole school camp to Katherine to enhance student experience, curriculum delivery and increase well-being
**Recommendations for the future:**

* Provision in the budget for employment of experts to work on blocks of time to ensure all curriculum areas are met to the highest possible level
* Utilisation of staff and community expertise to provide a balanced and comprehensive curriculum
* Ensure future Camps and Excursions are designed to enhance the curriculum and widen student experience to help address issues of isolation
* Ensure the National Curriculum is implemented and staff comfortable to implement it

**Strategic Direction 7:**

**Attendance/Retention:**

**Actions Taken Throughout the Year:**

* Provision of an engaging, inclusive curriculum to encourage student attendance
* Regular updates in Newsletters regarding the need for regular, sustained attendance
* Contact with parents regarding lateness and absenteeism
* Travelling to student homes to pick up and/or request attendance
* Provision of a car/bus to transport isolated students to school
* Contact with District Office re concerns about continued absenteeism
* Counselling senior students and parents on the importance of completing SACE

**Recommendations for the future:**

* Closer contact with District Office regarding habitual absenteeism
* Provision in budget to finance car/bus and driver to transport students from Marla/Walatina
* Regular reminders in Newsletters
* Continue career counselling with senior students
* Continue with meaningful curriculum
* Relationship building between staff/students/community

**Strategic Direction 8:**

**Inter-School Interaction**

**Actions Taken Throughout the Year**

- Joint project between Mintabie and Indulkana with yrs 6-10 boys in Woodwork & Science
- Facilitated and ran successful combined Sports Day

**Recommendations for the future:**

- Work with new Indulkana Principal to incorporate more joint programs
- Continue to manage combined Sports day
Strategic Direction 9

Resource Management

Actions Taken Throughout the Year:
* Utilisation of new Music Room/Youth Centre
* Outfitting of Library with new resources to make it community user friendly
* Ensuring Tech Shed OHS&W compliant to enhance inter school activities
* Discussions re new Generator
* Student involvement in repairing of old ICT equipment and the consequent selling of surplus equipment to fund purchase of new equipment

Recommendations for the future:
* Promote the use of the Tech shed and Music/Youth Centre facilities for community members and explore opportunities for use by Indigenous students on the Lands
* Promote our excellent resources in Science/Home Ec areas for use by Lands schools, at the same time promote accommodation facilities
* Actively encourage community members with expertise to become involved in curriculum delivery
* Instillation of new Generator to provide a more sustainable power source in order to meet DECs Statement of Direction 2005-1010, Goal 8.
* Continue to provide resources to Library in order to promote community use
* Monitor areas of greatest expenditure in order to identify areas where savings can be made given that we have lost the Small Schools Grant
Attendance

Monitoring of attendance is relatively easy given the low school numbers. Follow-up of non-attendance involves a phone call for an explanation or in the cases of no phone connection a visit by the Principal has often worked in the past but given that most absenteeism comes from Marla or Walatina students this is much harder to manage. Issues which are unique to our remote location include the amount of time taken to travel anywhere for medical appointments or business activities, and this can impact on student attendance.

Parental values play a role as often school is seen as a low priority and students are able to choose whether they attend. One habitually absent student will not be returning in 2011 which will improve attendance rates

Student Retention

Almost all students will be returning to MAS at this stage, although given the transient past of many of the students it is impossible to accurately predict whether this will occur

Staff Attendance

The year has been somewhat fragmented in that early in term 1 the Principal was absent due to family issues and the Primary teacher was on sick leave. Later in the year the Coordinator had to spend time in Adelaide awaiting the birth of his child and the Primary teacher was again on sick leave. PRTs attended to take over classes. Apart from that there were a few days where staff were either ill or absent on business and during those times the remaining staff increased their workloads to take up the slack. During these times NITs are lost and are difficult to make up because of difficulties in getting relief teachers. The problem will be greatly compounded in 2011 due to increased non-instructional time and it is anticipated these requirements can be met by increasing PRT engagement and providing staff with blocks of NIT

Staff Retention

Total No. teaching staff employed during 2009 3
Total No. of above teaching staff remaining in 2010 3
Staff retention 100%

Behaviour Management

No exclusions or suspensions
Despite the fact that students with past issues of behaviour concerns enrolled there have been no behaviour management issues during the year. These problematic students have worked effectively, behaved compliantly and expressed the opinion that ‘this is the best school they had ever been to’. One student noted that she had a history of 18 suspensions in her old school but this same student was awarded the Secondary Award of excellence at the end of the year
It was decided to manage our own Surveys this year because low numbers of participants in the past have failed to provide significant data from the Data Management Unit

**Parent Opinion Survey**—parents were asked to respond to the following questions

The following questions relate to the quality of the teaching and learning at Mintabie Area School (please place a tick in the relevant box)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Don’tKnow</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think my child receives high quality teaching at this school</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>My child’s teachers are enthusiastic in their teaching</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the learning programs offered at MAS</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Teachers at MAS really want to help my child learn</td>
<td>XX</td>
<td></td>
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The following questions relate to the support of learning at Mintabie Area School

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<tr>
<td>My child’s teachers provide help and support when it is needed and there are quality resources available</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAS provides a safe and secure environment</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is happy at the school this year</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students know how they are expected to behave at MAS</td>
<td>XX</td>
<td></td>
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The following questions relate to relationships and communications at MAS

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<td>I feel welcome at the school</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable approaching my child’s teachers to talk about progress</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am kept informed with a variety of communication – newsletter, phone call, chat etc</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I receive clear and regular reports on progress</td>
<td>XX</td>
<td></td>
<td></td>
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<tr>
<td>I believe that if I have concerns the school would respond appropriately</td>
<td>XX</td>
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The following questions relate to aspects of leadership and decision making at MAS

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<td>I have confidence in how the school is managed</td>
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<td></td>
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<tr>
<td>I am given the opportunity to be involved in the school</td>
<td>XX</td>
<td></td>
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<tr>
<td>The school is looking for ways to improve what it does</td>
<td>XX</td>
<td></td>
<td></td>
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<tr>
<td>The school tries to adjust programs to meet individual needs</td>
<td>XX</td>
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STUDENT OPINION SURVEY  7 students responded all from Yr 6+

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<td>XXXX XX</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>I am comfortable approaching my teachers with any concerns I have</td>
<td>X XXXX X X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is good communication between school and home</td>
<td>XXXXX XX</td>
<td></td>
<td></td>
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<tr>
<td>I receive clear and regular reports on my progress</td>
<td>XXXXX XX</td>
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Overall students appear satisfied with the level of support they receive at MAS, the quality of teaching and learning and their participation in the school. While low numbers impact upon results there is a much greater sense of satisfaction and wellbeing than was evident in the student survey 2009.

Some comments from students: I enjoy learning at this school; Some teachers are more helpful and approachable than others; The small amount of kids mean the Principal really listens to concerns expressed; Cool school
Staff Surveys

As a result of the District DIAf review Staff were surveyed under the following headings. Results are shown.

Focus on Learning:

Learner Achievement and Wellbeing Needs 75% Strategic, 25% Functioning
High Expectations for all learners – 75% Strategic, 25% Functioning
Shared beliefs and understandings – 50% Functioning, 25% Developing, 25% Embedded
Plans, processes & practices for Teaching & Learning – 50% Strategic, 50% Functioning

Think systematically

Contextual & System Issues – 75% Strategic level, 25% Functioning
Improvement Approaches – 50% Strategic, 50% Functioning
Internal Management Processes – 100% Functioning
Effective Partnerships – 50% Strategic, 50% Functioning

Share Leadership

Clear Direction & Supportive Leadership- 50% Strategic, 50% Functioning
Leadership is shared – 75% Functioning, 25% Developing
Leaders lead the Learning & manage Change – 50% Functioning, 25% Strategic, 25% Developing

Attend to Culture

Learning & Workplace Culture – 75% Functioning, 25% Strategic
Professional Development & Performance Management – 100% Functioning
Processes to build culture and morale – 50% Functioning, 25% Strategic and 25% Developing

Listen & Respond

Quality Home-Site-Community Partnerships – 50% Functioning, 25% Strategic, 25% Developing
Governance & Decision Making – 75% Functioning, 25% Strategic
Service Culture & Responsiveness – 100% Functioning

Make Data Count

Data Management Processes – Even spread across Developing, Functioning and Strategic
Multiple Measures of Data – Even spread across Developing, Functioning and Strategic
Data informs Decisions & Directions – 50% Strategic, 25% Functioning, 25% Developing
Data Informs learning and targeted improvement -50% Functioning, 25% Strategic, 25% Developing
RESOURCES

Infrastructure
Under the Federal Government Building the Education Revolution funding the old Tech Shed was lined and soundproofed for a new Music centre and the existing carport was enclosed and lined to serve as a Youth Centre and an accommodation block served by a disabled toilet and a new carport was constructed.
This will enable us to offer limited (swag) accommodation to groups of visiting students probably from the Lands schools who can travel to access our superior science and Home Ec resources
It is planned to upgrade our Tech Shed complex and a new, more efficient generator will be installed

PROFESSIONAL DEVELOPMENT
There was limited expenditure on T & D this year because of staff upheaval, lack of relief staff and limited opportunities. Training for the implementation of the new SACE was a priority and this occurred and new Admin staff accessed useful and necessary training which ensured that Admin processes were more efficient and appropriate
LEADERSHIP

This has been a year noteworthy for a much more positive atmosphere amongst staff. New staff were able to quickly form supportive relationships and generally went about their individual tasks with enthusiasm and in a professional manner.

Performance Management meetings helped to facilitate this in most cases.

A Coordinator 1 position was created to meet the needs of an ICT manager and while there were initial issues these were resolved and the staff member took on the responsibilities competently.

Support from District Office has been crucial in ensuring the school functioned effectively and student outcomes were not jeopardised.

Open Access has provided quality support particularly to the leadership and we continue to work in partnership to ensure effective learning for senior students.

Support from an effective Governing Council, particularly by leadership was a further key to ensuring the delivery of ‘Quality Outback Education’.

SRC

Low numbers made it more practical to continue to involve all students in the decision making process, ensuring true democracy. The staff member facilitating SRC meetings set out a formal agenda and encouraged all students to become involved in chairing meetings.

Teacher Qualifications

All teachers employed throughout the year had either 1 or 2 undergraduate degrees:

* Bachelor Education (UP/LS)
* Bachelor of Education (JP/P)
* Bachelor of Health Sciences
* Diploma of Teaching
SYSTEMS

Partnerships

* A partnership agreement continued with Open Access College
* Agreement to be part of the approved Trade Training Centre
* An informal partnership with the wider Community and the Mintabie Miner’s Progress Association

Policy Review

* All Policies were reviewed by staff and Governing Council and updated to meet changing needs

DATA

While MAS experienced considerable disruption throughout 2010 through staff absenteeism, student abilities and student itinerancy, the retention of all teachers should assist in enhancing student needs through relationship development and needs identification.

The aim is for continued improvement and this can be achieved by:

* Sustained and meaningful testing
* A focus on literacy/numeracy outcomes
* Provision of visiting experts to balance and enhance the curriculum
* A greater awareness of the importance of staff and student well being
* Employment of new staff with specialist skills
* Working in partnership with Governing Council, the wider community and local Indigenous leaders
* Liaising and forming closer networks with District Office and the other Gibber Cluster schools