

Millfield Public School Annual Report



2016



2555

Introduction

The Annual Report for 2016 is provided to the community of **Millfield 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.

Scott Anderson

Principal

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Message from the Principal

In completing my fifth year as Principal at our wonderful school, I have been proud to be associated with the students, teachers and parents of Millfield Public School in 2016. Our achievements have been numerous, exciting and varied, and all stakeholders can take pride in their efforts and accomplishments. As this report will demonstrate, Millfield Public School has continued to develop its existing effective programs and introduce some new and innovative ideas that have enhanced our student's educational and social outcomes. The Equity Funding received as part of our Resource Allocation (RAM) has allowed us to build on many of the great gains made in previous years and our involvement in the Early Action For Success (EAFS) initiative has taken our approach to individualised instruction and quality teaching to new levels. Funding has allowed the school to employ extra staff and resources to provide additional support to students at all stages of their learning and implement specific learning programs for all students. Thanks must go to the entire school staff on their professionalism, caring attitude and persistence. I feel proud to be a member of such a supportive and talented team, and am excited to see what we can achieve in 2017. I also thank the community for the support shown to our school in 2016. Our P&C members and helping parents have worked tirelessly this year to raise funds for our students and their support towards school initiatives has allowed us to strive for improved outcomes for all our students. Our new approach towards parental engagement in school through regular PLP meetings for all students has been extremely successful, and we thank parents for showing the interest they have this year in their child's education. As we move in to the last year of our school plan 2015–2017, I am excited to see what we can achieve, knowing the directions and accomplishments achieved have paved the way for success into the future at Millfield Public School.

Message from the school community

The Millfield Parent and Citizens group have had a fantastic year in 2016, providing a range of resources for our students. I would like to give a huge thank you to all who have helped on the P&C or through its events during the year. This included helping with mother's/father's day stalls, organising fundraising events, and our regular canteen helpers. Without all these wonderful people, none of this could have been achieved. We have started to see more people helping in the canteen, and our numbers at meetings have been steadily increasing. We held another successful Millfield Community Spring Fair (\$ 3709.94) and Cessnock Horse Sports Day (\$4041.11) as annual events and formed our major fundraisers again this year. Other funds were raised through a range of events including Mother's and Father's day raffles and stalls, Bike Safety Day BBQ, Election day BBQ, Pizza Drive, and Raffles for Easter and Christmas.

School background

School vision statement

Our school is a welcoming environment which strives to provide an engaging school experience, and enable students to succeed in both school and in future paths. We believe every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school that provides a wide range of opportunities for students, staff and parents.

School context

Millfield Public School is a small school situated on the edge of Millfield Township, 12 kilometres south west of Cessnock. The school delivers quality academic, social and extra-curricular programs to develop our students to reach their full potential in all areas. The school consists of three multi aged classes, with school enrolment remaining steady with between 55 and 65 students being enrolled each year over the last 5 years. In 2016, student numbers reached 71 students, with boys making up 54% and girls 44% of the student population with 17% of students identifying as Aboriginal. The school's focus is on quality literacy and numeracy programs which focus on differentiation and utilise technology through interactive boards and tablets to increase student engagement. This has included targeted programs such as L3, TEN and behavioural reading. Staff and students at Millfield Public School strive to model our school's Positive Behaviour for Learning (PBL) expectations of respect, responsibility and safety. The school endeavours to involve parents and community members in the school wherever possible. They are very supportive of the work of the school, although have in the past lacked genuine engagement in learning aspects. The Parents and Citizens' Association organises social events and opportunities for raising funds to support students including operating the canteen which is open each Monday. Communication between the school and community centres around weekly newsletters, a regularly updated school website/social media, and individual notes and letters. Staff often meet informally with parents at the school gate where personal relationships are further developed, and hold PLP meetings with parents at least once per year. National Assessment Program – Literacy and Numeracy (NAPLAN) data has shown steady improvement in school 5 year averages in all areas. The school has also often shown outstanding growth in both Literacy and Numeracy from both Years 3–5 and Years 5–7. The school is a member of the Cessnock Community of Great Public Schools and works collaboratively with neighbouring public schools to provide positive outcomes for all students across the community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that adequate evidence was present to validate that Millfield Public School was **Sustaining and Growing** in the domains of **Teaching and Learning** and **Delivering** in the Domain of **Leading**.

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

Following the external validation process at Millfield Public School, the following processes will be addressed in future strategic planning.

In the domain of Learning, Millfield Public School will:

- Continue to implement community engagement activities to strengthen community buy-in, particularly around community involvement in planning processes and evaluations;
- Strengthen links with the Department of Education's Wellbeing Framework to ensure all elements are met in school practice, including student involvement in caring for themselves and their communities;
- Strengthen links with feeder high school to improve sharing of student information and teaching pedagogy. Interschool links will also be strengthened including the sharing of expertise and programming with other local small schools;
- Move from teacher/parent driven Personalised Learning Plans towards student driven, particularly in years 3–6 including the use of student feedback and reflection to guide learning goals; • Improve numeracy growth of students in

years 3–6 particularly in knowledge and understanding of place value.

In the domain of Teaching, Millfield Public School will:

- Investigate the use of reflective learning journals (students and staff) to drive learning goals;
- Improve the use of continuous assessment by all teachers and utilise this to drive future learning;
- Endeavour to build capacity around use of school wide assessment data by staff and community;
- Continue work on staff peer mentoring, which will be linked closely to the Performance Development Plan process and 360 feedback model which will link to Australian Institute for Teaching and School Leadership (AITSL) standards to help identify personal strengths and areas for improvement;
- Formalise structures around sharing of pedagogy, including improved consistency of teacher judgement such as the use of K–6 Writing tools across grades. Provide a more structured induction process for new staff, including providing a mentor where appropriate.

In the domain of Leading Millfield Public School will:

- Improve community involvement in school planning, and provide more opportunities for staff in this area to drive capacity building;
- Continue to develop classroom spaces and associated teaching pedagogy to drive differentiated learning K–6;
- Streamline evaluation methods, including setting timelines for evaluations. This will include a range of evaluation modes such as phone surveys, ipad surveys and forums;
- Continue to use the Guskey model for staff to share professional learning experiences (and new expertise). Staff will then have opportunities to lead initiatives in these areas to build leadership capacity;
- Strive to use community more effectively in the development and regular review of school policies.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students... Who are engaged through high quality and innovative learning, welfare and extra-curricular programs which are differentiated to meet their individual needs

Purpose

Students are at the core of everything we do at Millfield Public School. Our goal is to engage and support all students, enabling them to reach their full potential through explicit teaching practices and innovative programs that meet the needs of each individual student.

Links to Strategic Directions Public Schools NSW 2015–2017

- *Raising expectations and enhancing the quality of student learning*
- *Achieving new and better ways of doing business*

Overall summary of progress

Explicit teaching and learning programs that support students individual learning needs have been at the forefront of efforts during 2016. Staff have been trained in a range of evidence based programs/strategies which has led to improved outcomes across the board, with all staff implementing these in the classroom. Students have been involved more in the learning process, through the development of 5 week goals based on the literacy and numeracy continuums. Students now have a better understanding of their own learning and what is required in the next step. Learning and support team processes have been overhauled, with PLP's developed for every student. These are then shared with students and parents. Involvement in the Early Action For Success initiative has supported these processes by allowing support for teachers while implementing evidence based practice in the classroom driven by ongoing data collection. The Kitchen Garden program continues to improve engagement and develop healthy lifestyle practice in students and their families with students and parents stating that it had improved student engagement at school, and encouraged healthy eating among students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>1. Learning Initiatives</p> <p>1. All teacher programs show evidence of differentiation and targeted teaching practices based on regular review of student data.</p>	<p>All teacher programs show evidence of differentiation in Literacy and Numeracy. Students are participating in a range of teaching and learning activities within the classroom which relate directly to their current placement on the Literacy and Numeracy Continuums.</p>	<p>Stage groupings to support EAFs/QT – \$45,000</p> <p>Speech/EAFS support (SLSO) –\$6000</p> <p>Literacy and Numeracy resources –\$3000</p> <p>Software Licences – \$1800</p> <p>Literacy and Numeracy Resources– \$2000</p> <p>Software (Literacy and Numeracy)–\$1800</p>
<p>2. Student growth and achievement</p> <p>Internal and external assessment data demonstrates an improvement in student achievement levels (i.e. NAPLAN, continuums) shown by:–</p> <ul style="list-style-type: none"> • An increase in the percentage of students achieving expected year level continuum clusters in 	<p>Significant progress has been made in this area with all 2017 targets exceeded by the end of 2016.</p> <p>At the end of 2016, students achieving expected continuum clusters included:</p> <p>Literacy</p> <p>Reading Texts – 68% (33% increase)</p> <p>Comprehension – 64% (33% increase)</p>	<p>LST/PLP Teacher Release \$9000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>reading texts, comprehension, writing and numeracy by 20% by end of 2017. 2014 levels RT(34%), C(34%), W(20%), N(12%)</p> <ul style="list-style-type: none"> NAPLAN 3-Year averages demonstrate improved achievement levels over time at the key points of Year 3,5 and 7. <p>–</p> <ul style="list-style-type: none"> ATSI students demonstrate equal or greater growth to Non-ATSI students demonstrated in NAPLAN and Continuums. 	<p>Writing – 53% – (24% increase)</p> <p>Numeracy</p> <p>Counting – 85% (45% increase)</p> <p>EAS (K–2) – 96% (38% increase)</p> <p>Place value (2–6) – 53% (41% increase)</p> <p>NAPLAN growth (3 year achievement)</p> <p>Year 3 –Three year growth comparisons continued to improve with average scores 2014–2016 higher than the previous 3 Year average (2013–2015) in all aspects.</p> <p>Year 5 – Three year growth comparisons in Year 5 dipped slightly in Reading and Writing when compared to the previous period although average Numeracy scores achieved greater growth over this time.</p> <p>Year 7– Three year growth comparisons in Year 7 showed improvement in Reading, Writing and Numeracy.</p> <p>NAPLAN Growth (3 Year growth average)</p> <p>Year 3–5 – Three year growth averages are lower in reading (remained higher that state and SSG) and numeracy.</p> <p>Year 5–7 – In reading and writing, 3–year average growth scores improved on the previous 3–year average and remained above state average, while there was reduced growth in Numeracy.</p> <p>ATSI growth</p> <p>ATSI students performed better than their peers in all aspects other than reading in 2016. 5 year average scores for ATSI remains below other students at MPS, although much higher than state ATSI and Non-ATSI students.</p>	<p>LST/PLP Teacher Release \$9000</p>
<p>3. Student Engagement</p> <p>Student behaviour, attendance and Tell Them From Me (TTFM) data demonstrates improved student engagement levels</p>	<p>Student engagement improvements can be shown by comparing TTFM survey data around Skills Challenge and interest and motivation.</p> <p>In 2015 88% of students were interested and motivated compared to 85% in 2016.</p> <p>In terms of skills challenge, in 2015 32% of students felt challenged yet confident in their skills compared to 62% in 2016.</p>	<p>Kitchen Garden support and resources \$12000</p> <p>Quicksmart Planning \$500</p> <p>Come and Try School (CATS) Transition \$1000</p>

Next Steps

- 2017 Targets adjusted to 70% of students reaching expected continuum level to reflect improvements made since 2014.
- Additional teacher (Interventionist) to support K–3 classrooms in 2017.
- Continuation of Kitchen Garden Program
- Continuation of Targeting Early Numeracy (TEN) in classrooms
- Continuation of L3 from K–3.
- Extra LAST support in Years 3–6 to support use of data to drive differentiated teaching.
- Move towards more student driven PLP's in Years 4–6.



Strategic Direction 2

Teachers and Leaders... Who are innovative and strategic while focusing on continual improvement of student outcomes and professional skills

Purpose

Teachers and Leaders provide the scaffold for student success at Millfield Public School. It is important that we continually reflect on and build on the skills of our staff to ensure that teaching and learning is having the greatest possible impact for our students.

Links to Strategic Directions Public Schools NSW 2015–2017

- *Fostering Quality Leadership*
- *Raising expectations and enhancing the quality of student learning*

Overall summary of progress

Staff have been supported by the Principal and Instructional leader to develop a culture of data use to drive improvement of student outcomes. This has led to all staff collecting data regularly and consistently and using it to drive differentiated teaching and learning in the classroom. Staff have developed professional goals to reflect on and improve classroom practice. A range of evidence based programs/initiatives have been continued in 2016 including L3, TEN and Behavioural Reading. New staff have received training on these and are effectively utilising these in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. All staff are utilising data to inform planning/teaching in the classroom.	<ul style="list-style-type: none">• All staff now using the Literacy and Numeracy continuum to accurately measure student skills against expected levels for each year.• More targeted teaching based on data has led to improvements in continuum achievement in Reading, Writing, Comprehension and Numeracy of between 20 and 42%.• All staff completed regular goal setting with students and parents to inform future learning programs and support.• Instructional leader and principal have skilled staff in strategic teaching through best practice.• Stage 1 teacher was trained in L3 and is successfully implementing in the classroom.	Stage Literacy Groups to support EAfS/QT \$45000 LST meetings/consultation \$9000 Teacher release(Training) -\$4000
2. 100% of staff are addressing professional growth as evidenced by the Performance Development Framework, Quality Teaching matrix and NSWIT standards.	<p>All teaching staff participated in the PDF process in 2016, taking ownership of their personal goals which were linked to the school's strategic targets.</p> <p>New scheme staff continued along the path of accreditation with one gaining accreditation and one staff member completing maintenance.</p> <p>Teaching staff participated in school based mentoring based on the Quality Teacher Framework during 2016. Teaching staff also started their participation in the Educator Impact program with all staff completing observations based on teaching competencies as part of a 360 degree reflection process.</p>	Principals Release to support coaching/mentoring \$13650

Next Steps

- Continue professional learning and support focused on differentiation in the classroom.
- Interventionist to be trained in L3 Stage 1 with support of Instructional leader. K–2 staff to continue ongoing professional learning in L3.
- Staff to use 360 reflections to drive personalised learning plans in 2017.
- Coaching and mentoring to continue, based on QT framework.
- LAST to provide support/mentoring for teachers 3–6 based on Literacy and Numeracy continuums.
- Non–Teaching staff will begin PDP process in 2017 after DoE implementation is complete.
- Instructional Leader continues to support staff in using data to inform planning of teaching and learning in the classroom.



Strategic Direction 3

Parent and Community Partnerships... Which foster strong communication and collaboration to improve student outcomes

Purpose

A supportive and collaborative community is essential for the success of school programs. Working together to improve student outcomes allows parents and the community to feel part of the learning process, encouraging better communication and involvement in student learning.

Links to Strategic Directions Public Schools NSW 2015–2017

- *Raising expectations and enhancing the quality of student learning*
- *Achieving new and better ways of doing business*

Overall summary of progress

All students were given PLP's with goals to achieve in 5 week blocks throughout the year. These were then shared with parents to increase parent support and engagement in student learning at least once per term. Staff were given time each week to complete PLPs and hold LST meetings with parents. This led to parents displaying a better understanding of their child's learning progress as evidenced by 100% of parents indicating that the LST meetings held were valuable and could name at least one of their child's goals. Regular Learning Support meetings were held at least once per term with parents. 95% of parents were involved in at least one meeting per term, with 100% attending at least one meeting during the year. This was an improvement from 56% attending half yearly interviews in 2014. Parents were also involved in an increased number of Parent education sessions throughout the year including during Kindergarten orientation and numeracy workshops. Parental surveys showed an extremely positive response to these initiatives

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. Parental Engagement in Learning <ul style="list-style-type: none"> • 100% of students have Personalised Learning Plans (PLP) which are being used by students, teachers and parents to drive improvements in student outcomes. • An increase in parent attendance at formal parent/teacher meetings and learning opportunities which lead to increased knowledge of their child's learning. 	<ul style="list-style-type: none"> • Staff given time to complete PLPs and LST's • Teaching Staff completed PLP's for all students at least once per term. • 100% of parents attended LST meetings for students based on PLP's • 100% of parents could name at least one of their child's goals. 	Learning Support Team meetings/consultation (Temp 0.1) \$9,000
2. Parent Participation in school activities <ul style="list-style-type: none"> • Increased number of parents involved in school activities 	<ul style="list-style-type: none"> • 95% of parents were involved in at least one meeting per term, with 100% attending at least one meeting. • Parent education sessions well attended with all future kindergarten parents and 25% of current parents attending sessions on a range of topics. 	CATS Transition Program Planning – 3 days Casual \$1,500 CATS info/marketing \$500 Parent Education Sessions \$500

Next Steps

- Teachers to continue with PLP format for each student, ensuring they meet with each parent at least once throughout the term.
- Consolidate PLP and LST process by streamlining goal communication between home and school to better inform parents when goals have been achieved.
- Provide more parent education opportunities based on feedback from parents.
- Continue Come and Try School (CATS) transition program Term 3 and 4



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The school received funding to improve the outcomes for Aboriginal students through RAM. These funds were used to help provide Learning Support Team meetings and PLP's for all Aboriginal students during 2015 as well as funding Aboriginal Cultural experiences for all students.	Total Aboriginal Background Funding –\$5700 <ul style="list-style-type: none"> • Deadly Cooking \$1,000 • Naidoc/Reconcillation \$1,000 • Stronger Smarter online Module (SDD) \$0 • PLP's for all students (see strategic directions) • Aboriginal Cultural Excursion Subsidy(Stage 2) \$500
Low level adjustment for disability	Low level adjustment funds were used to help increase the time of LAST within the school from 0.3–0.5 FTE. This supported all students and staff in line with priorities associated with strategic direction 1.	Staffing Component(0.3 FTE) Flexible Funding \$7248
Quality Teaching, Successful Students (QTSS)	The QTSS allocation was used in conjunction with Principal's release funding to support the schools coaching and mentoring program.	QTSS Allocation .02
Socio–economic background	<p>Staff have become more skilled in the use of data to inform teaching and are now utilising this in the classroom.</p> <p>Staff completed training in a variety of evidence based programs which have been implemented in the classroom to improve learning outcomes.</p> <p>PLP's and LSTs have been provided for all students at least once per term to better inform students and parents using authentic feedback.</p> <p>Kitchen Garden students 3–6 completing regular Kitchen/Garden lessons. This has led to many students creating healthy gardens at home.</p>	Staffing Component(O.1 FTE) RAM Flexible funding\$77491 Included:– Kitchen Garden \$16000 Home Reading \$6000 LST meetings \$900 Stage groups to support differentiation –\$45000 Literacy and Numeracy Resources \$2000 Community Initiatives \$2000 CCGPS contribution to support LMG projects – \$1270 Speech/Behavioural Reading interventions – \$6000
Early Action for Success	K–2 Students achieving expected cluster in: <ul style="list-style-type: none"> • Reading Texts increased from 71%(2015)to 76% • Writing – K–2 increased from 42%(2015) to 61 • % Numeracy(counting) increased from 71%(2015) to 84% • Numeracy (EAS) increased from 92% 	Staffing allocations Instructional Leader (0.4 FTE) Interventionist (0.2 FTE) Additional interventionist

Early Action for Success

(2015) to 96%

- All staff are effectively implementing TEN and L3 processes with three staff members trained in L3 and two trained in Seven Steps for Writing Success.
- Behavioural Reading techniques are used for students requiring additional support in literacy.
- Staff and students set regular learning goals in literacy and numeracy to move teaching and learning forward. These are now part of homework, linking school to home and back to school.

time (0.22 FTE) –\$11600 (Equity)

Additional staffing to allow stage Literacy/Numeracy groups to support L3/TEN (0.5FTE) – \$27000 (Equity)

Purchase of resources to support EAFS Innovation – \$4222 (EAFS innovation grant)

Professional development to support EAFS related Training – \$4709 (EAFS Training Grant)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	36	32	35	33
Girls	24	24	27	34

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	96.2	93.6	93.6
1	96	94.8	96.3	90.9
2	95.7	89.4	94.5	89.5
3	91.6	91.7	92.4	92
4	94.6	90.5	95.6	96
5	93.4	97.8	92.3	92.1
6	94.1	94.4	96.8	92.9
All Years	94.6	93.5	94.4	92.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

A drop in attendance during 2016 was due to illness affecting a large number of students throughout the year.

Class sizes

Class	Total
K	16
S1	17
S2	18
S3	19

Structure of classes

Equity Funding was this year used to support the formation of 4 stage based classes from 9am–12pm each day. This supported staff to implement a range of new initiatives in line with the school's strategic directions associated with learning differentiation.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.12

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Notes:

1. All professional Learning was funded through tied grants. This included:

- RAM Equity –\$6251.00
- Early Action for Success (EAFS) – \$2672.42

- Literacy and Numeracy– \$1012.66
2. Provisions for new assets in the 2017 year are \$45000

3. The school, as part of its educational management plan, is saving to replace major assets due for replacement. Total \$39.000

Income	\$
Balance brought forward	169 965.53
Global funds	98 434.78
Tied funds	187 918.09
School & community sources	29 910.67
Interest	4 491.74
Trust receipts	3 137.61
Canteen	0.00
Total income	493 858.42
Expenditure	
Teaching & learning	
Key learning areas	5 863.68
Excursions	16 620.52
Extracurricular dissections	570.06
Library	1 818.88
Training & development	0.00
Tied funds	163 201.31
Short term relief	7 840.52
Administration & office	24 678.79
School-operated canteen	0.00
Utilities	11 541.94
Maintenance	5 194.73
Trust accounts	3 102.72
Capital programs	14 162.20
Total expenditure	254 595.35
Balance carried forward	239 263.07

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Continuum progress

The school made extensive gains in the percentage of students achieving expected clusters associated with the Literacy and Numeracy Continuum as outlined below.

Literacy progress

Reading Texts – From 55% to 68% (+13%)

Comprehension – From 33% to 64% (+33%)

Writing – From 34% to 53% (+29%)

Numeracy progress

Counting – From 81% to 85% (+4%)

Early Arithmetic Strategies (K–2) From 94% to 96% (+2)

Place Value (2–6) – From 33% to 53% (+20%)

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN Literacy

Due to small cohorts in 2016, charts are not shared to protect the privacy of individual students. Results however demonstrated:

- Year 3 Average Achievement above Same School Groups (SSG) in Reading, and Writing.
- Year 5 Average Achievement above state and SSG in Reading and Writing.
- Year 3–5 Growth from 2014–2016 larger than state and SSG in Reading and Writing.

NAPLAN Numeracy

Due to small cohorts in 2016, charts are not shared to protect the privacy of individual students. Results however demonstrated:

- Year 3 Average Achievement above Same School Groups (SSG) in Numeracy, whole closing the gap with state achievement.

- Year 5 Average Achievement now above state and SSG in Numeracy.
- Year 3–5 Growth from 2014–2016 larger than state and SSG in Reading and Writing.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

We sought feedback on number of school initiatives in 2016.

Some of the responses are presented below.

Learning and Support Meetings /PLPs

- 100% of parents stated that they received valuable feedback as a result of the LST/PLP process.
- 100% of parents stated that they had a better understanding of their child needs as a result of the LST/PLP process.
- 100% of teachers believed meeting with parents allowed them to form closer relationships.

Come and Try School (CATS Transition Program)

- 100% of parents stated they were highly satisfied with the professionalism and approachability of staff.
- 100% of parents would highly recommend the program to other parents and students
- 100% of parents strongly believed that the program was beneficial to their child, and that they felt more comfortable about their child's transition to school as a result of the program.

Tell them from me survey – Students

- 100% of students in this school tried hard to succeed; the NSW Govt norm for these years is 90%.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 94% of students with positive student behaviours at school. The NSW Govt norm for girls is 83%.
- 100% of students believe that their education will benefit them personally and economically. The state norm is 95%.
- 95% of students stated that their teachers helped them with their learning goals.
- 85% of students stated that their parents helped them with their learning goals.

Policy requirements

Aboriginal education

Millfield Public School received Aboriginal background funding in 2016. This was supported by RAM equity funds to implement our plan which included:

- Developing PLP's for all students which were monitored twice per term. These were shared with parents on a regular basis through LST meetings and included cultural goals for students in years 3–6
- Deadly Cooking for ATSI students in conjunction with NSW Health and the local AECG. The program aims to strengthen links with culture while promoting healthy lifestyle choices.
- All teaching staff participated in Stronger Smarter online modules to support ATSI students and their families through raising expectations and cultural understanding.
- Running cultural events throughout the year such as reconciliation day and NAIDOC activities to develop an understanding of Aboriginal culture within all students at the school which involved the local AECG and Black Creek Aboriginal Corporation.



Multicultural and anti-racism education

Multicultural Education and Anti-racism

Multicultural perspectives are included in all classroom programs. The school also participated in Harmony Day celebrations to widen the understanding of different cultures in the community.