

Millthorpe Public School

Annual Report



2016



2558

Introduction

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

Jo Jackett

Principal

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School background

School vision statement

At Millthorpe Public School our vision is to enable our students to become successful 21st century learners, confident and creative individuals and active and informed citizens through equity and excellence in education.

We are a school community committed to providing richer, broader learning in a nurturing environment enhanced by quality teaching practices.

School context

Millthorpe Public School is a rural P4 school in the Central Tablelands of NSW, with a strong history of growth.

Millthorpe Public School has a strong reputation as a caring and successful school, academically and socially. At Millthorpe Public School high expectations are set for student performance and behaviour. Millthorpe students achieve academic success in NAPLAN assessments, and have high attendance rates. Millthorpe students are well supported to succeed cognitively, socially, emotionally, physically and spiritually, by a dedicated, hard-working, team of quality teachers, and support staff.

Millthorpe Public School strives to offer students enrichment opportunities in sports, music, dance, languages, chess, environmental education and the arts.

Millthorpe Public School is one of the 229 schools selected to trial the implementation of new finance and student administration systems.

Millthorpe Public school enjoys strong connections with the local community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

All staff were involved in an assessment of our school using the School Assessment Framework.. The elements of the School Assessment Framework are Learning, Teaching, and Leading. We strive for excellence in each of these domains.

In the domain of Learning, survey results indicate that teaching staff felt there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Staff felt positive, respectful relationships were evident among students and staff, promoting student wellbeing and ensuring good conditions for learning. At Millthorpe the school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Staff believe areas for improvement in the Learning domain are Assessment and Reporting strategies, and approaches to Curriculum and Learning

In the domain of Teaching, survey results indicate that teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals, and that teachers work beyond their classrooms to contribute to broader school programs. Survey results also indicate that teachers work together to improve teaching and learning in their year groups, and stages.

Staff believe areas for improvement in the Teaching domain include teachers understandings and implementation of professional standards and curriculum requirements.

In the domain of Leading, survey results indicated that the school employs administrative practices which effectively support school operations and the teaching and learning activity of the school. That the school leadership team communicates clearly about school priorities and practices. Staff believed that physical learning spaces are used flexibly, and technology is accessible to staff and students.

Staff believe areas for improvement in the Leading domain include the development of staff skills for the successful operation of administrative systems.

These assessments will inform our next cycle of school planning – 2017–2020.

Our self–assessment 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.

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

Curriculum and Professional Development

Purpose

To ensure effective and consistent delivery of curriculum in all KLA's, in order to enhance student outcomes.

Overall summary of progress

Sound progress has been made in this Strategic direction, some adjustment to goal setting is necessary, as we refine our processes within the new structures of planning and reporting currently being implemented. New processes are being developed, and responsibilities are being refined in a school which has grown rapidly, and has for the first time a full compliment of Executive staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students are achieving relevant clusters in PLAN data (Comprehension and Writing Clusters) when assessed Week 6 Term 4 2019.	All teachers are plotting student achievement on PLAN data (Literacy and Numeracy) in week 6 each Term. From this work, we were able to investigate and ask, what are the relevant PLAN clusters for each stage? This self-reflection has deepened our understanding of the continuum, and will form a focus for future Professional development opportunities.	PLAN data, a small amount of professional development funds were used to up skill staff in this strategy.
All teaching programs demonstrate that new curriculum requirements are embedded in classroom programs and practices, in all KLA's as evidenced by program checklists and classroom observations.	Staff are quick to assume responsibility to integrate curriculum changes into scope and sequences, in order to make appropriate changes in classroom programs. Staff have linked new reading / literacy resources to syllabus areas. By mid-year 2016, staff were recalculating units of work, and applying new syllabus requirements to classroom programs.	Syllabus documents, online training and development resources, and school resources were used to facilitate this outcome.
Indigenous students show average or above average growth from Year 3 – Year 5 in Literacy and Numeracy, as per the Premiers Priorities.	This element of our school plan was also added in 2016 as a direct result of the publication of the Premiers Priorities in 2016. Due to a small indigenous cohort, we are unable to report on this element.	Indigenous students were supported through our learning and support programs, where appropriate.
2% growth in Literacy and Numeracy per year until 2019, Premiers Priority.	This strategic direction was added to our school plan in 2016, as part of the Premiers priorities. We are pleased to announce that this goal has been achieved.	No additional funds were expended to achieve this result.

Next Steps

Staff will continue to engage in Continuum training, and are aware that the continuum is being redeveloped. We are committed to redefining the Improvement measures in the next planning cycle to more accurately reflect our goals.

Staff will engage in cultural awareness and 8 ways training in 2017, to improve our understanding of indigenous education, in an attempt to meet the Premiers Priorities in indigenous education. The adoption of the new PLP process for indigenous students will be enhanced in the 2018 – 2021 planning cycle.

Staff will continue to engage in the L3 program, which has proven to improve students literacy skills. Millthorpe Public School will continue to support Reading Recovery programs, and invest fully in the Support Teacher Learning Assistance program.

Improvements in Spelling and writing results have been gradual, we will continue to engage in opportunities to further improve these results across the board for all students.

Strategic Direction 2

Culture and Student Engagement

Purpose

To create contemporary, confident learners who are responsible, active and resilient who will be successful citizens, and empowered to take responsibility for their own learning.

Overall summary of progress

Progress in this Strategic Direction has been consistent. Opportunities for extra curricular involvement are constantly evolving and being developed, as needs and interests arise. Student engagement in school life is high, with good attendance and behaviour patterns well established. The school is responsive to student needs and interests, and strives to engage those at risk of disconnection through this strategy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease in number of students identifying bullying behaviours in "Tell Them From Me" survey results at years end.	<p>In 2016, Millthorpe Public School conducted a very successful peer support program with a focus on identifying and eliminating bullying behaviours. Regular reporting of welfare issues are a feature of weekly staff meetings. Welfare plans and supervision are collaboratively developed to discourage bullying behaviours.</p> <p>Tell Them from Me survey results at the conclusion of 2016 indicate increase of 1% in the reporting of bullying behaviours.</p>	<p>Funds were used to purchase time and resources to prepare the Peer Support Program.</p> <p>Sessions were timetabled and delivered in Term 3, 2016.</p>
Decrease in the number of reported incidents or inappropriate playground behaviour.	<p>We have not had a decrease in the number of inappropriate playground behaviours in 2016, although the behaviours are not of a particularly serious nature. This may be due to an increasing enrolment, and may indicate that our improvement measure was not well designed, having failed to take into account the continuing growth in numbers. Perhaps a decrease in the percentage of inappropriate playground behaviours would be a more achievable goal.</p>	<p>No additional funds were allocated to this goal.</p>
25% increase in teachers reporting confidence in utilising contemporary learning technologies to maximise learning opportunities and engagement for all students.	<p>In 2016, Millthorpe Public School invested in 60 iPads for classroom use. Staff have opportunities to engaged in professional learning opportunities to develop efficient strategies to use these contemporary learning tools.</p> <p>There have been some issues with bandwidth and wireless access to the internet. These issues are being resolved, one method is through the downloading of educational apps, which the school has purchased.</p> <p>A 25% increase may not have been reached however anecdotal evidence suggests an overall improvement in teacher confidence in using iPads to maximise learning and engagement.</p> <p>Classrooms have access to iPads on a daily basis. Teachers use of contemporary technologies has been greatly improved by this investment.</p>	<p>School funds were used to purchase the i-Pads, an investment of \$45,000. Ongoing costs to update and maintain the i-Pads are allocated from computer coordinator funds.</p> <p>Computer co-ordinator funds of \$10,000 were used to release teachers proficient in technology to set-up the I-pads, research appropriate programs, apps and classroom strategies, and present information at staff meetings to up-skill staff.</p> <p>P&C funds have supported</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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Student goal setting and reflection embedded in classroom practice.	Students have regular, specific, achievable goal-setting embedded in their classroom program. Currently, students attend 3- way meetings to set educational goals. This is an area for further development in the next planning cycle.	We have not invested financially in this goal in 2016.
Increased student involvement in extra-curricular activities.	<p>Millthorpe Public school offers a wide range of sporting, cultural and academic extra-curricular activities.</p> <p>In 2016, we were successful in sending one student to the finals of the Premier's Spelling Bee.</p> <p>Our highly accomplished senior chess team played off for the State Finals against both public and independent schools and achieved a rank of 3rd in the state.</p> <p>Our debating teams won several rounds of Western Region debating. We engaged in the CWA Public Speaking, and Country of Study competitions.</p> <p>Community use of the school hall enables 80 students to attend ballet and dance lessons.</p> <p>The band program was expanded to include the Heritage Country Schools Big Band, where small feeder schools collaborate with Blayney High School to prepare and perform in a large band. Senior High School students mentor younger students. This band meets four times each year, and played at the Heritage Country Schools Art Show in 2016.</p> <p>In addition, a smaller jazz ensemble named Millthorpe Little Big Band was created to encourage improvisation and additional practice. This group is run by a Millthorpe classroom teacher free of charge.</p> <p>Some students were interested in forming a rock band and they were supported through indigenous</p>	<p>Parent fees provide funding for extra-curricular activities.</p> <p>Community use of school facilities funds cover the cost of hall's use outside of school hours.</p> <p>School supports teachers attending programs by providing up to 40 days of release through the year, at a total cost of \$20,000.</p> <p>Sporting Schools funding of \$ 10,000 p.a. was used to support Sporting Schools programs.</p> <p>Some indigenous funding was used to provide instruction in rock band for a group of interested students.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student involvement in extra-curricular activities.	<p>funding to achieve this purpose. This group was able to perform at the end of year assembly.</p> <p>French lessons were held after school hours by community members.</p> <p>After school care continues to be popular choice for many parents.</p> <p>Sporting Schools funds were used to provide additional staff during school hours for additional sporting programs. Programs were provided in swimming, gymnastics, athletics, netball and AFL in 2016.</p>	

Next Steps

Due to staffing changes, some of our enrichment programs will not continue in 2017. As a result, we are investigating ways to enrich students education in other ways, via technology for example. We will continue to develop and refine management processes, so that programs can continue into the future regardless of staffing movements.

Strategic Direction 3

Collaborations and Teacher Quality

Purpose

To provide relevant opportunities for staff development which ensure quality teaching and collaborative practices, thus enhancing the learning environment.

Overall summary of progress

Staff collaborations have been a strong feature of the 2016 school year. Staff have been involved in Heritage Country Schools collaborations, and the Pre2 network, both of which have provided rich professional opportunities for staff and students.

Teacher quality has been enhanced, and networks of support have been extended through our involvement in these initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of staff actively engaged in Pre2 network meetings each term.	This target has been easily achieved with more than 100% attendance at the Pre2 network meetings, with some staff attending more than one meeting. Staff benefit greatly from this collaboration in terms of professional development, mentoring and guidance. One executive staff member lead the technology network, leading other schools in the implementation of technology in classrooms.	Millthorpe Public School contributes \$7000 annually to support Pre2 network initiatives.
By 2019 all staff are confident in using administrative systems such as EBS4, student management and wellbeing.	Progress in this area has been fraught in 2016. We have struggled with the new operating systems, and found them complex, inefficient and time consuming. As a result, we investigated Sentral as a more efficient administrative system. Executive staff attended an information session. In 2017 we intend to move to this new system.	Funds will be committed to purchase Sentral in 2017.

Next Steps

The purchase and installation of Sentral, a new student administration system will occur in 2017. Staff professional development and training in the use of the new system will also occur in 2017.

Staff will continue to be encouraged to participate in Pre2 and will continue to subscribe to Pre2 in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Indigenous students attended NAIDOC day celebrations in Bathurst.</p> <p>Learning assistance was provided to indigenous students accessing support programs.</p> <p>Personalised Learning Plans were developed for each indigenous student.</p> <p>Some indigenous students were able to access enrichment through involvement in the school rock band.</p>	\$4000 was provided in RAM for support of indigenous students in 2016.
Low level adjustment for disability	Our learning support programs assist students to achieve the best possible learning outcomes. We have a very low percentage of students who achieve in the lowest bands in NAPLAN assessment as a result of our programs. We enjoy high engagement rates, and positive, respectful behaviour from all students at the school.	In total \$79,586 was provided for low level provided for the employment of a Learning Support teacher position – 3 days per week. The additional \$18, 374 was used to employ additional Student Learning Support officers to assist teachers to deliver effective learning programs to students in classrooms.
Quality Teaching, Successful Students (QTSS)	This funding allowed executive staff to be released from classroom teaching responsibilities to enable mentoring and support for staff.	\$ 9,182 was provided to support additional executive staff release.
Socio-economic background	These funds were used to ensure that all students attended major excursions, school incursions, received all textbooks, stationery and uniform items necessary to engage positively in all school programs throughout the school year.	\$ 14,196 was received in low socio-economic funding in 2016.
Support for beginning teachers	Beginning teachers received additional teacher release time to work with executive staff mentors to complete accreditation requirements. All beginning teachers have completed the two years of support required by mid 2016, and have successfully completed accreditation.	No additional beginning teacher funding was received in 2016 RAM budget – remaining allocations from 2015 budget were expended.

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	126	134	130	133
Girls	117	127	128	133

Student enrolment has steadied after many years of consistent growth. There were 11 classes at Millthorpe in 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.9	95.6	96.8	95.4
1	94.3	94.3	94.3	95.4
2	95.7	94.5	93.9	94.6
3	96.3	94.9	94.5	94.2
4	97.3	95	94.9	94.2
5	95.1	96.6	94	95
6	95	94.7	95.1	94
All Years	95.3	95.1	94.8	94.8
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

Management of non-attendance

Student attendance at Millthorpe has fallen slightly in 2016. The Home School Liaison Officer has been involved in attempting to improve attendance rates. Teachers follow all procedures to ensure students attendance is encouraged.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.57
Other Positions	0.09

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2016, there were no indigenous teachers employed at Millthorpe Public School.

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	12.5

Professional learning and teacher accreditation

In 2016, all beginning teaching staff have been successfully accredited. They have now entered the maintenance stage of accreditation.

All teaching staff completed all aspects of mandatory compliance training during 2016, including Child Protection, Code of Conduct, Anaphylaxis and Asthma updates, CPR, Work Health and Safety and Emergency Care. In 2016 staff also completed online training in the Administration of Prescribed Medications.

The school paid \$7000 towards Pre2 subscriptions, and \$400 for Heritage Country Schools. A new teacher was trained in Reading Recovery, and was released regularly to attend training. Staff were trained in administration of Best Start Kindergarten Assessment, Learning and Support staff attended network meetings, SASS staff attended the SASS conference. Newly appointed staff attended THRASS training.

The school principal attended all network meetings, PPA and Heritage Country School's meetings, as well as the Pre2 Management meetings and the Rural and Remote Conference.

Training and development around the new Geography and History syllabi were offered to staff.

In 2016, \$14, 277 was received in our RAM entitlement for training and development. This money was all expended in this area.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	152 874.61
Revenue	2 313 440.05
(2a) Appropriation	2 121 824.37
(2b) Sale of Goods and Services	55 913.74
(2c) Grants and Contributions	132 551.93
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 150.01
Expenses	-2 356 400.63
Recurrent Expenses	-2 356 400.63
(3a) Employee Related	-2 015 871.55
(3b) Operating Expenses	-340 529.08
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-42 960.58
Balance Carried Forward	109 914.03

School executive and SASS staff meet to review the school budget and operating expenses.

Our goal in 2016 was to have \$50,000 in school and community resources at the end of the year. We finished the year with \$109,000. Part of this funding of \$109,000 will be expended in celebration of our school's 150th anniversary in 2017.

Our school is secure in its financial position, and successfully expends all RAM funding each year.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 861 523.02
Base Per Capita	13 977.64
Base Location	8 074.91
Other Base	1 839 470.47
Equity Total	97 784.60
Equity Aboriginal	4 001.92
Equity Socio economic	14 196.28
Equity Language	0.00
Equity Disability	79 586.41
Targeted Total	79 598.51
Other Total	60 265.32
Grand Total	2 099 171.45

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

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.

In Literacy aspects of the 2016 NAPLAN, for both Years 3 and 5, Millthorpe students achieved scores above average in Grammar and Punctuation, Reading, and Writing. Scores for Spelling were below the State Average.

For Grammar and Punctuation Millthorpe Public School year 3 students scored 20.9 points above State average.

For Reading Millthorpe Public School year 3 students scored 29.5 points above State average.

For Writing Millthorpe Public School year 3 students scored 15.4 points above State average.

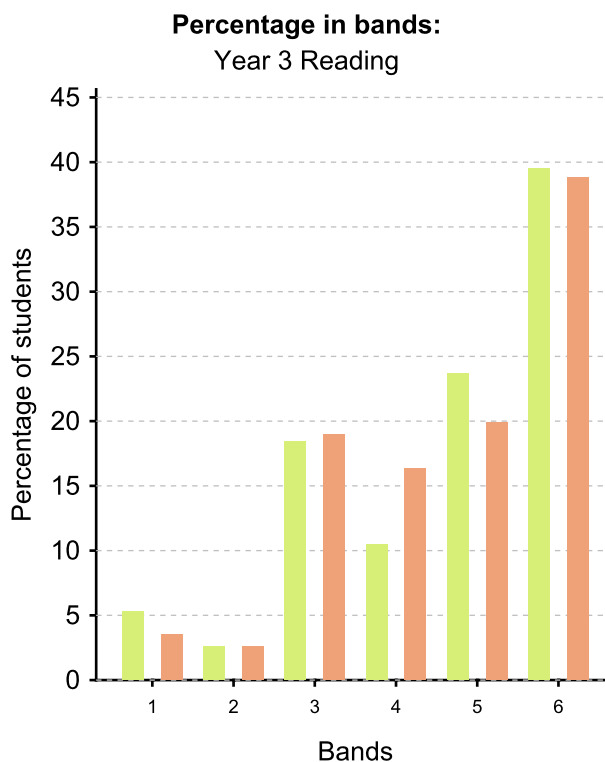
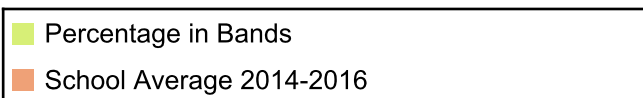
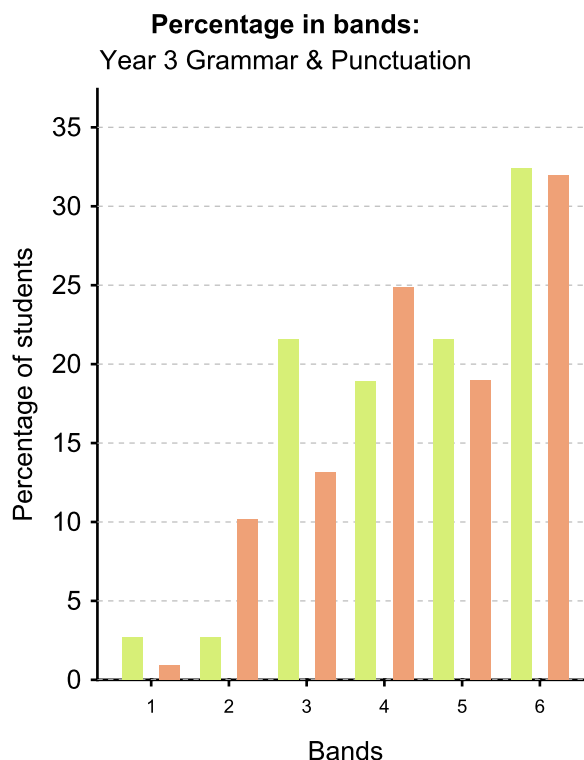
For Spelling, Millthorpe Public School year 3 students scored 17.3 points below the State average.

For Grammar and Punctuation Millthorpe Public School year 5 students scored 33.1 points above State average.

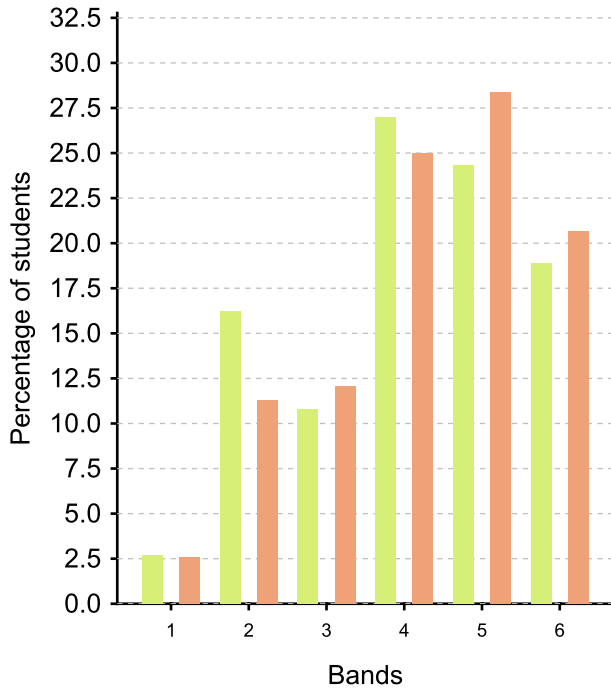
For Reading Millthorpe Public School year 5 students scored 26.8 points above State average.

For Writing Millthorpe Public School year 5 students scored 12.6 points above State average.

For Spelling, Millthorpe Public School year 5 students scored 8.4 points below the State average.

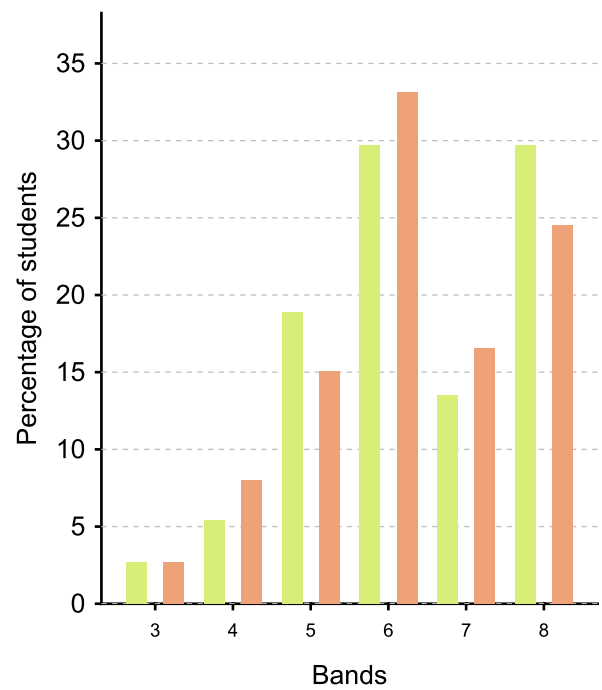


Percentage in bands:
Year 3 Spelling



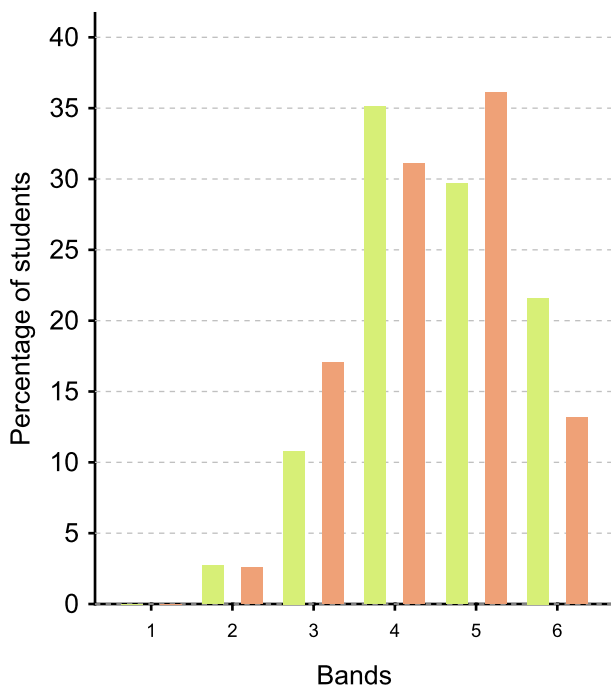
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



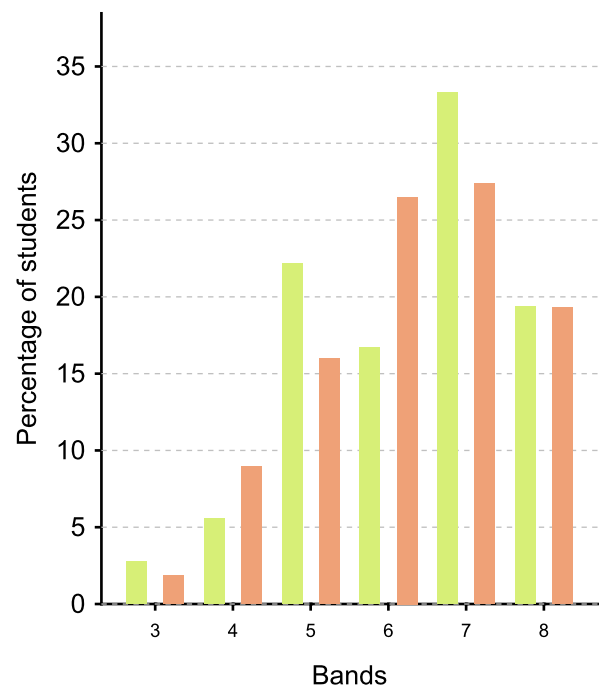
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



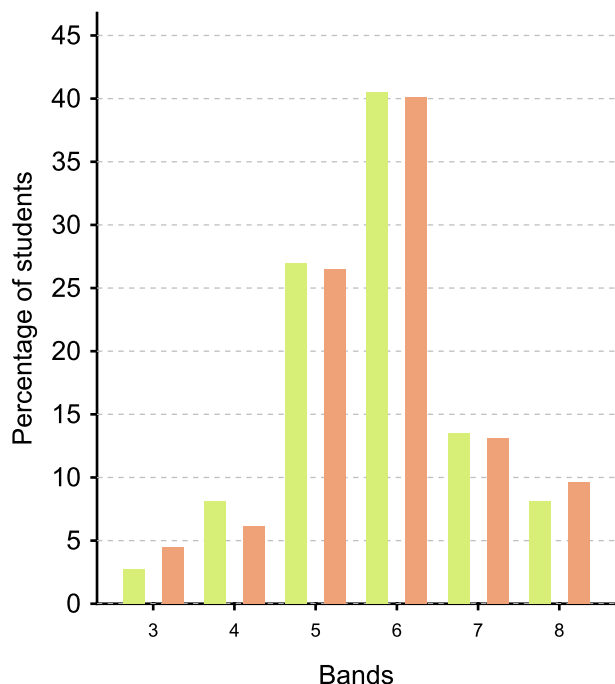
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



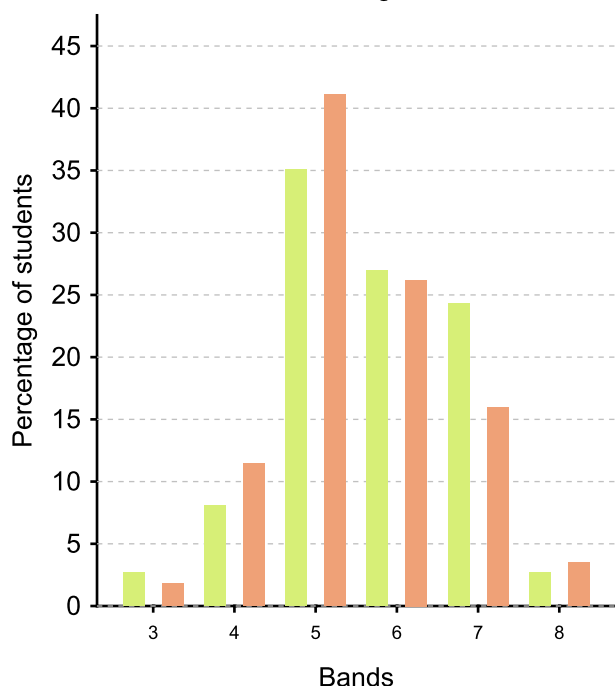
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

In Numeracy aspects of the 2016 NAPLAN, for both Years 3 and 5, Millthorpe students achieved scores above state average.

In Numeracy Millthorpe Public School Year 3 students scored 26.7 points above State average.

In Numeracy Millthorpe Public School Year 5 students

scored 31.5 points above State average.

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.>

Student Satisfaction

In 2016, Millthorpe Public School surveyed students attitudes to school life using the Tell Them From Me online surveys.

Survey results from students indicate that 64% of students had a high rate of participation in extracurricular activities, this is 9% above the NSW Government norm.

At Millthorpe Public school 96% of students had positive relationships, the NSW Government norm for these years is 85%.

99% of students believe that education will benefit them personally in the future.

At Millthorpe, 89% of students believed they had positive behaviour. Students at Millthorpe try hard in their learning, 93% of students try hard to succeed.

15% of students at Millthorpe Public School were victims of bullying in the previous month, the NSW Government norm for these years is 36%. School staff are motivated to reduce the number of students who feel they have been bullied even further, and are investigating ways to reduce the problem of bullying.

In summary, Millthorpe Public School has a positive learning culture, where students feel valued, and have good positive relationships with peers and teaching staff. Extra curricular activities are high, sporting involvement has declined, and some bullying attitudes persist.

Policy requirements

Aboriginal education

Millthorpe has a small indigenous enrolment of approximately 3%. No indigenous students participated in the NAPLAN assessment.

Multicultural and anti-racism education

Millthorpe Public School does not have an English as a Second Language students. We have not conducted any New Arrivals programs, as we did not have students enrolled requiring assistance in these areas. One teacher is trained as an ARCO.