

Millfield Public School Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

Benjamin Durie

Principal

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Message from the Principal

In completing my first year as Principal of Millfield Public School, I have quickly become enamoured with this beautiful school, its incredible students and its supportive community. I have quickly become acquainted with the amazing achievements of our students and of this great school.

As this report will show this year has been another great year in the story of our historic school, with our students and community participating in many wonderful learning programs, initiatives and producing some exciting results.

Thanks for this growth must go to the entire school staff and P&C for their professionalism and commitment. I feel privileged to be part of such a wonderful, caring and dedicated staff and I feel just as privileged to work with such a proactive and supportive P&C.

As we move forward into 2018, I am encouraged to see what we can achieve together.

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 2017, 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 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 across most 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 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.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Learning initiatives of differentiation have been at the forefront of what we have done in 2017 at Millfield Public School. Surveys of our community, students and staff have shown a validation for the PLP programs, LST and student goals initiatives that have been implemented and refined this year.

Our diagnostic assessments results have shown great achievements across our infants cohort since our inclusion in the EAFS initiative. Our Y3 data in 2017 reflected 67% of this cohort measured at proficiency in Writing, and 100% at proficiency in Grammar and Punctuation. These results significantly outperformed the state averages of 53% and 62% respectively. These students also continued an increasing trend (over the last three years of data) in higher levels of achievement within the top two bands of Reading, Spelling and Numeracy.

Survey data reflects a strong sense of wellbeing within our whole school cohort. With 2017 data reflecting high scores comparative to state in interest and motivation categories as well as positive belief in school culture. Students also reported significantly lower concerns of bullying with our Year 5 cohort measuring a nil rating in victims of bullying across our school and higher sense of positive relations with teachers to that of the state average.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Stage groupings to support EAFs/QT – \$45,000</p> <p>Speech/EAFS support (SLSO) – \$6000</p> <p>Classroom Literacy and Numeracy resources – \$4500</p> <p>Whole school tracking continuum boards – \$1000</p> <p>Software (Literacy and Numeracy)–\$800</p>	<p>All teacher programs show evidence of differentiation in Literacy and Numeracy.</p> <p>Flexible groupings structures and systems are evident and present in all K–6 classrooms.</p> <p>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>Students have expressed a high degree of support on annual survey questions focusing on differentiation.</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 	<p>LST/PLP Teacher Release– \$9000</p> <p>Additional intervention teacher K–3 to support EAFS and QT – \$45000</p>	<p>Targets were achieved in respect to the continuum clusters goals in reading texts, comprehension, writing and numeracy as measured by PLAN data and teacher input.</p> <p>NAPLAN results showed a comparative increase in our school's Y3 scores against state averages within reading, writing, grammar and punctuation.</p> <p>As well an improvement in comparative scaled</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>of students achieving expected year level continuum clusters in reading texts, comprehension, writing and numeracy to 70% 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. – • ATSI students demonstrate equal or greater growth to Non–ATSI students 		<p>scores in Y5 Spelling, Grammar and Punctuation against our previous year's results.</p> <p>5 year average scores for ATSI students remains below other students at MPS, although much higher than state ATSI and Non–ATSI students.</p>
<p>3. Student Engagement</p> <p>Student behaviour, attendance and Tell Them From Me (TTFM) data demonstrates improved student engagement levels</p>	<p>Kitchen Garden support and resources– \$5000</p> <p>Updated reading texts for school and home – \$1000</p> <p>Come and Try School (CATS) Transition– \$1500</p>	<p>Rich learning opportunities such as our Kitchen Garden Initiative have demonstrated the most significant positive influence on student engagement. Student, Teacher and Parent surveys demonstrate this is viewed as the most significant and beneficial initiative we offer at Millfield Public School.</p> <p>In our 2017 TTFM student surveys we received mixed results with regards to engagement metrics.</p> <p>With a combined average of 90% we scored favorably compared to state average for interest and motivation, but measured less favorably in regards to effort (2017 school average 87% – state 88%).</p> <p>When comparing to previous cohorts around the measurement of skills challenge within our students, we scored poorly; with an average of 43% indicating students feel challenged in their English and Maths classes and feel confident of their skills in these subjects where in previous years this was much higher. However this score still compared much higher than the state average.</p>

Next Steps

We will review our current PLP, LST and student goals structures. Look for inefficiencies and incorporating elements of technology to overcome these where it can be of a measured benefit to our teachers, students and parents.

Our next steps in regards to student growth and achievement is focusing on continuing the current K–2 momentum into our higher years, where historically we have under performed. With the new initiatives and pedagogy focus as demonstrated within our new 2018–2020 school plan, we are anticipating to see results improve dramatically within our primary cohort as well as sustain and grow what we are achieving in our infants cohort.

In reference to student engagement we will look to review our current PBL program, refresh its material and the way in which it is presented. We will target the cohort identified as under challenged within the TTFM surveys by providing new teaching pedagogies, amplifying enrichment with intervention and real world learning opportunities.



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

The culture of data is omnipresent here at Millfield. Regular data reviews and growth conversations are both routinely planned and spontaneously encountered. Our participating in the EaFS initiative has provided the rigour and scaffold for the whole school adoption of data informed teaching practices.

Staff use the PDP process as a tool to ensure their professional growth is monitored and reviewed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. All staff are utilising data to inform planning/teaching in the classroom.	<p>Stage Literacy Groups to support EAfS/QT– \$45000</p> <p>LST meetings/consultation– \$9000</p> <p>Teacher release(Training) – \$4000</p>	<p>All staff participate and use five–weekly data cycle to plan and inform teaching.</p> <p>K–3 completed all EAfS requirements and data monitoring graphs on time.</p> <p>System known expectations for PLP meetings have provided rigour to the process of goal setting with students, teachers and parents.</p> <p>Instructional Leader and Principal provide weekly support in the analysis of data and the consequential adjustments to teaching and learning programs.</p> <p>ES1 and S1 teacher completed 100% of L3 training requirements and courses.</p>
2. 100% of staff are addressing professional growth as evidenced by the Performance Development Framework, Quality Teaching matrix and NSWIT standards.	<p>Principals Release to support coaching/mentoring– \$16000</p> <p>Class technology mentoring program/admin – \$15000</p>	<p>100% of staff participated in the PDP process in 2017. Their goals were aligned with the school plan and this better allowed for success in respect to our strategic directions.</p> <p>All staff maintained respective accreditation requirements. All teachers were treated in the maintenance phase despite some still awaiting confirmation of proficiency (due to prior 2003 teaching status)</p> <p>Technology mentoring program funded a weekly program that enabled upskilling of staff to improve technology integration within teaching programs and administration of improved IT systems and supports.</p>

Next Steps

We aim to build on the current strength of data informed teaching practice by refining current systems to amplify student ownership and voice within this process. We will continue to use the rigour of the five-weekly data cycle and plan for and encourage both data and growth focused conversations.

We will look to build on the strength of all staff using the PDP tool and re-imagine it as more of a refined process for high expectations and opportunities. We will aim to give Teachers more understanding of their role as a learner and introduce programs that will re-engage themselves with their aspirations and learning journeys.



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

Our parents engaged with a myriad of communication events over the course of the year. Some of these were routine assemblies, notes, newsletters, phone calls and meetings however this year parent focused learning events, presentations and learning celebrations were also given promotion. It was encouraging to see the support of our parent body, as lead by the P&C participating and promoting these events.

Survey data highlighted parental engagement with the PLP meetings offered and endorsed the focus and value on this communication area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>1. Parental Engagement in Learning</p> <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. 	<p>Learning Support Team meetings/consultation– \$7000</p> <p>CCGPS Contribution – \$2500</p>	<p>PLP program allowed for school timetable adjustments, where all staff given time to complete PLPs and LST's.</p> <p>100% of teaching Staff completed PLP's for all students at least twice per term. 100% of parents attended face-to-face or phone conference LST meetings for students. In a school led survey 100% of parents could name at least one of their child's goals and ranked communication about learning goals as a significantly strong existing aspect.</p> <p>Involvement in our local Cessnock Community of Greater Public Schools (CCGPS) allowed for economies of scale and a consistent approach for large scale community outreach events such as P–K transition, ANZAC March, Education Week Celebrations and combined excursions.</p>
<p>2. Parent Participation in school activities</p> <ul style="list-style-type: none"> • Increased number of parents involved in school activities 	<p>CATS Transition Program Planning– \$1500</p> <p>Parent Education Sessions– \$500</p> <p>Children's University Initiative – \$500</p>	<p>100% of parents attended face-to-face or phone conference LST meetings for students based on PLP's.</p> <p>Parent education sessions well attended with all future kindergarten parents and 25% of current parents attending sessions on a range of topics.</p> <p>CATS program was highly successful with an increased number of total students in comparison to previous years.</p> <p>CATS planning days proved successful as parent</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2. Parent Participation in school activities <ul style="list-style-type: none">• Increased number of parents involved in school activities		feedback suggested the guest speakers organised were worthwhile and 100% would recommend future CATS opportunities to a friend. Children's university session hosted and attended were well supported with increasing parental involvement over the course of the year. The programs funding allowed for the bus to be paid for creating a nil cost barrier for students and parents attendance.

Next Steps

We aim to refine communication practices and amplify student voice within these exchanges. We have started exploring possibilities with available and affordable technology applications to speed up traditional time-lag for these messages. The short trial of using Sway as a newsletter medium was successful in both readership data and post survey phone interviews, and as such we will continue to develop this medium.

As next year is our 150th anniversary we have a great opportunity to work with the P&C to promote a rich and unique community event. We will aim to maximise student voice in the planning process and incorporate it into our teaching and learning programs. This will be the pinnacle of our celebratory events in 2018 but will hopefully be just one of the many.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Total Aboriginal Background Funding –\$12494 NAIDOC/Reconciliation Celebration – \$1000 Teacher release to support AET – \$2000 PLP initiative for all students (see Strategic Direction)	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 2017 as well as funding Aboriginal Cultural experiences for all students. Including the formation and support for our Aboriginal Education Team. Meeting on a regular basis and growing in number over the course of the year allowed us to provide additional leadership opportunities and empower student voice.
Low level adjustment for disability	Staffing Component – (0.3 FTE) Flexible Funding – \$7450	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.
Quality Teaching, Successful Students (QTSS)	QTSS Allocation .054	The QTSS allocation was used in conjunction with Principal's release funding to support the schools coaching and mentoring program.
Socio–economic background	Staffing Component – (0.1 FTE) RAM Flexible funding – \$79257	<p>Funding has been used to support data informed practice initiatives, PLP Release and mentoring programs. As a result staff have become more skilled in the use of data to inform teaching and are now utilising this in the classroom.</p> <p>Funding has been used to support our TPL program where staff have 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 twice 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>
Early Action for Success	Staffing allocations Instructional Leader (0.4 FTE) – \$62155	With the continuation of our EAfS initiative and employment of our school's Instructional Leader we have continued to see strong data within our K–3 Cohort. Measured examples of this impact include: <ul style="list-style-type: none"> • A comparative increase in our school's Y3 scores against state averages within reading, writing, grammar and punctuation. • A school average for Y3 writing that is above state. This positive result is the first time this has been achieved at Millfield over the last five year period. • An increase in our school's Y3 number, patterns and algebra scaled score when compared to previous years. • A Y3 average score within number, patterns

Early Action for Success	Staffing allocations Instructional Leader (0.4 FTE) – \$62155	and algebra that is the highest we have achieved over the last five year period.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	32	35	33	28
Girls	24	27	34	31

Student enrolment in 2017 lowered a little in comparison to the 2016 cohort, however enrolment in 2018 is project to be strong and the demand for Kindergarten enrolment places is continuing the increasing trend into 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	93.6	93.6	96
1	94.8	96.3	90.9	93.8
2	89.4	94.5	89.5	96.3
3	91.7	92.4	92	97.3
4	90.5	95.6	96	90.9
5	97.8	92.3	92.1	96
6	94.4	96.8	92.9	92.7
All Years	93.5	94.4	92.5	94.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance was above state average in 2017. Returning to a pleasing trend with our school recording an average attendance of 94.30% attendance. The school uses comprehensive systems to measure whole and part day attendance as well as identify trends and proactively monitor for the prevalence of concerning habits. We will maintain awareness within our school community through our communication channels of the

importance of attendance and the impact it has on learning for all.

Class sizes

Class	Total
K/1	11
1/2/3	24
4/5/6	23

Structure of classes

Three multistage classes were formed in 2017. This allowed flexibility across classes to allow for new enrolments throughout the year, and stage based teaching.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.45
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

Millfield Public School has a dedicated and passionate staff which strive to improve outcomes for all students. Staff are seen as approachable and helpful by parents as demonstrated in feedback from a variety of school based surveys. We have one member of our teaching team who identifies as Aboriginal.

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	0

Professional learning and teacher accreditation

Our staff have participated in all required mandatory training. These include First Aid/CPR Training, anaphylaxis, emergency care and child protection training.

Our staff have actively engaged in additional professional learning opportunities, as can be seen above in the key initiatives table . This learning has contributed in a big way to the success we experienced at Millfield in 2017 . It is something we highly value as we understand the link between these opportunities and improving student success.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	239,263
Global funds	56,582
Tied funds	81,309
School & community sources	13,547
Interest	2,168
Trust receipts	696
Canteen	0
Total Receipts	154,303
Payments	
Teaching & learning	
Key Learning Areas	10,396
Excursions	5,812
Extracurricular dissections	625
Library	1,035
Training & Development	0
Tied Funds Payments	136,968
Short Term Relief	8,065
Administration & Office	19,512
Canteen Payments	0
Utilities	6,044
Maintenance	25,978
Trust Payments	692
Capital Programs	1,159
Total Payments	216,287
Balance carried forward	177,279

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	309,667
Appropriation	288,456
Sale of Goods and Services	691
Grants and Contributions	20,118
Gain and Loss	0
Other Revenue	0
Investment Income	402
Expenses	-135,702
Recurrent Expenses	-135,702
Employee Related	-81,519
Operating Expenses	-54,184
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	173,965
Balance Carried Forward	173,965

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	590,136
Base Per Capita	10,239
Base Location	2,320
Other Base	577,577
Equity Total	141,063
Equity Aboriginal	12,494
Equity Socio economic	89,414
Equity Language	1,233
Equity Disability	37,923
Targeted Total	40,160
Other Total	68,856
Grand Total	840,215

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

A 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.

NAPLAN Literacy

Due to small cohorts in 2017, charts are not shared to protect the privacy of individual students. Results however demonstrated:

- A comparative increase in our school's Y3 scores against state averages within reading, writing, grammar and punctuation. This is the continuation of a three year positive growth trend for Millfield Public School across these domains in Literacy.
- A school average for Y3 writing that is above state. This positive result is the first time this has been achieved at Millfield over the last five year period.
- Increased comparative scaled scores in Y5 Spelling, Grammar and Punctuation to our previous year's cohort.

NAPLAN Numeracy

Due to small cohorts in 2017, charts are not shared to protect the privacy of individual students. Results however demonstrated:

- An increase in our school's Y3 number, patterns and algebra scaled score when compared to previous years. This is the continuation of a three year positive growth trend for Millfield Public School across these domains in Numeracy.
- A Y3 average score within number, patterns and algebra that is the highest we have achieved over the last five year period.
- Our Year 5 Numeracy student growth scores bettered the DOE state average as well as the state average for all students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

At Millfield we recognise the importance of gathering feedback from our community, our teachers and our students. We believe this can provide insight and influence the directions we take, the initiatives we implement and the impact we have.

In 2017 extensive consultation took place to gather information. The school used a range of methodologies to collect this data including but not limited to; online surveys, Facebook polls, face-to-face interviews, consultation meetings, workshops and performing detailed data analysis. Some of the responses relating to feedback specifically about 2017 are listed below:

- 100% of parents stated they received valuable feedback as a result of the PLP/LST process.
- Parents reported they and their child had a better understanding of their next learning goal as a result of the PLP/LST process.
- 100% of parents with children who participated in our Come and Try School (CATS) program indicated they felt this was valuable experience for both themselves and their child. Similarly 100% indicated they would recommend it to a friend.
- Parents, students and teachers valued the existing Kitchen Garden Program as the most significant and positive program offered at Millfield.
- Parents, students and teachers valued the importance of wellbeing and ranked it equal in importance to that of content taught within schools from a range of options. When questioned specifically between the two 75% of parents ranked aspects of wellbeing higher in importance to that of content knowledge taught in our school.

- Students emphasised the relationships they have with their teachers as very strong and determined the peer relationships they currently have as a positive influence on their learning.

Policy requirements

Aboriginal education

Millfield Public School received Aboriginal background funding in 2017. 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 aspects of cultural goals for students in years 3–6.
- The formation of an Aboriginal Education Team (AET), where we aimed to empower student voice and develop leadership opportunities in a culturally respectful environment.
- Participation in localised AECG education excursions, camps, leadership days and cultural awareness opportunities.
- 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.

Multicultural and anti-racism education

Multicultural Education and Anti-racism

In line with the school plan, the leadership regularly reviews teaching and learning programs. This is in part to ensure that culturally inclusive classroom practices and school wide practices are embedded and present.

Teachers this year participated in a number of professional learning opportunities to further develop their knowledge around embedding multicultural and anti-racism education within their teaching and learning programs.