

# Millthorpe Public School

## Annual Report



2017



2558

## Introduction

The Annual Report for **2017** 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

### School contact details

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### Message from the Principal

2017 was a busy year for Millthorpe Public School.

Millthorpe celebrated its Sesqui-centenary in 2017 with whole school performances, refurbishment of the school bell, and laying of a commemorative timeline of engraved pavers. We unveiled the 50 year-old time capsule, and prepared to bury another time capsule for the 200th anniversary in 2067.

Our Sesqui-centenary celebrations received a Community Event of the Year award at the Australia Day awards from Blayney Shire Council.

In addition to this the school underwent external validation. Executive staff were released from class duties to work collaboratively on validation documents, and the collation of evidence to support our claims based upon the School Excellence Framework.

In our final report, the schools judgement was overruled in several sections by the panel, for a more favourable level of achievement.

## 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 P1 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, chess, and the arts..

Millthorpe Public school enjoys strong connections with the local 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 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, against the standards articulated in the School Excellence Framework.

### **The results of this process indicated that in the School Excellence Framework Domain of Learning:**

Millthorpe Public School has judged its performance in the Learning Domain Learning Culture as Sustaining and Growing. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities, as evidenced in the financial support from P&C for purchase of learning resources, analysis of both external and internal data, and general above average school results on external assessments. Positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning and teaching. Data to support this judgement comes in the form of suspension and attendance data, which is very positive, with attendance data consistently higher than average, and suspension data considerably lower than average. The learning culture at Millthorpe is very positive and strong, and is supported by a collaborative, aspirational community who strongly support the school and its aims. Evidence for this exists in our expanding student population, and general comments made from the community in regard the schools very positive reputation. In turn, the school supports the continuing successes of student learners by providing well developed and current policies, programs and processes, which identify, address and monitor student learning needs. Thorough and consistent school data is recorded to assess student performance, and a well trained highly functional learning support team ensure that every child needing academic support receives considerable learning support in the form of Reading Recovery, differentiation in the classroom, or specialised learning support. Millthorpe Public School is able to boast that every child who receives a band 1 or 2 in NAPLAN assessment has been previously identified and targeted for learning support. Millthorpe is particularly successful in the integration of students with high and complex support needs into mainstream classrooms, evidenced by the effective use of integration funding, timetables, financial reports, and the employment of high quality School Learning Support officers, who assist teachers and students in mainstream classrooms.

In the Learning Domain Wellbeing, Millthorpe believes we are sustaining and growing, as strong wellbeing programs exist within the school to address the needs of students. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment,

evidence to support these programs abounds, in school rules displayed around the school, to additional duties rostered to engage students during lunch breaks, and the peer support program run each year. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development, as evidenced in high rates of student engagement, low levels of student disengagement or disruptive behaviours, school NAPLAN results, PLAN data, and internal data sets. Having a Language, Learning and Literacy trainer on staff, affords us many opportunities in terms of literacy learning for our staff. A very active Student Representative Council, supported by teachers in both Stage 1 and Stage 3 classrooms, provides evidence of students caring for self, and contributing to the wellbeing of others and the wider community through their fundraising efforts, SRC reports to classes, and engagement activities.

In the areas of Curriculum and Learning Millthorpe Public School has judged itself as delivering. As we feel curriculum provision meets community expectations and provides equitable academic opportunities, the school has an effective plan for student transitions in place for students moving into school, and onto High School through collaborations with the Heritage Country Schools Learning Community. Millthorpe Public School provides a wide range of extra-curricular activities to which all students have access, and teachers differentiate curriculum delivery to meet the needs of individual students.

Millthorpe Public School believes we are delivering on Assessment and Reporting areas, as we analyse internal and external assessment data, and track and report on student and school performance.

Finally, in the Learning Domain Student Performance Measures, Millthorpe has judged itself as delivering. As Millthorpe students consistently perform at high levels on external and internal school performance measures.

### **The results of this process indicated that in the School Excellence Framework Domain of Teaching:**

In the area of Effective Classroom Practice, Millthorpe Public School has judged itself as delivering, where teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. Classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

In the area of Data Skills and Usage, Millthorpe judged its performance as sustaining and growing. Millthorpe teachers access SMART data, and review student progress. The school principal has provided information for P&C regarding our SMART data, and identified a small cohort of "Bump It Up " students, who have received additional tuition in spelling through a targeted support program. Staff also regularly enter PLAN data, and continue to review and collect whole school data, and classroom data to support decisions made in the L3 classroom.

Collaborative Practice is also an area where Millthorpe judged itself as Delivering. The school identifies expertise within its staff and draws on this to further develop its professional community. Millthorpe collaborates with both the Heritage Country Schools' learning community, and the Pre2 learning community to provide further opportunities for professional development and sharing of knowledge, and to provide collaborative learning opportunities for students.

Learning and Development is an area where Millthorpe believed it was Delivering, as teachers participate in professional learning targeted to school priorities and their professional needs. The school has processes in place for teachers performance and development. The selection of staff, and the creation of a strong teaching team identifying strengths and gaps, with succession planning in place to build staff capabilities.

Professional Standards was judged as sustaining and growing.

### **The results of this process indicated that in the School Excellence Framework domain of Leading:**

In the four areas of – Leadership, School Planning Implementation and Reporting, School Resources and Management Practices and Processes, Millthorpe Public School judged itself as delivering. . Parents and community members have the opportunity to engage in a wide range of school related activities with the school community being positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support students.

The introduction of new school planning processes, coupled with a new and energetic executive leadership team leans itself to further improvement in this area in the coming school planning cycle. The school leadership team supports a culture of high expectations and community engagement, leading to sustained and measurable whole school improvement. The school plan for the next cycle will play more of a central focus for continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.

School resources at Millthorpe Public School have been very carefully managed to make best use of limited funds. Our resourcing is well supported by an active and capable P&C who have provided much of the funding needed to establish quality classrooms with updated technology and curriculum support. Staffing processes have supported the school in its aims to support curriculum provision and the recruitment of high quality staff. Physical learning spaces are used flexibly, every effort has been made to have technology accessible to staff and students.

The school leadership team communicates clearly about school priorities and practices, that administrative practices effectively support school operations and the teaching and learning activity of the school. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

After a rapid growth period, Millthorpe Public School is about to enter a new phase of operation, as a substantially larger school, with a well equipped and stable executive and teaching staff who possess outstanding teaching and administrative skills. Systems and processes continue to evolve, as do the requirements of the Department of Education continually change. I believe we are well equipped to face these challenges.

Our self-assessment and the external validation 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

### 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

Staff at Millthorpe Public School continue to focus on improving their knowledge of curriculum developments by involvement in a wide range of targeted professional development activities. A focus on Language, Learning and Literacy professional learning in Early Stage 1 and Stage 1 classes has led to consistent application of this approach in all infants classrooms. All staff are engaged in professional learning through the Pre2 network, and attend regular targeted professional development sessions. Professional development sessions are held in conjunction with staff and stage meetings allowing the sharing of teachers' expertise.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students are achieving relevant clusters in PLAN data (Comprehension and Writing Clusters) when assessed Week 6 Term 4 2019.	Professional development funds have been expended on targeted training in 2017.	Teachers continue to regularly plot student in Week 10 of each term. Results are collated, and displayed in a visual format. Results are used to inform teaching, particularly in Early Stage 1 and Stage 1 literacy sessions.  All infants teachers have begun training in the delivery of high quality literacy teaching.
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.	QTSS funds were expended for this area	Teachers are working collaboratively in Stage-groups to produce, write and share units of work in all teaching areas.  Scope and sequences have been overhauled in line with new curriculum requirements.
Indigenous students show average or above average growth from Year 3 – Year 5 in Literacy and Numeracy, as per the Premiers Priorities.	Funds in support of Indigenous LaST to work with indigenous students both in classrooms and on a withdrawal basis for specialised instruction.	Indigenous students in need of additional support to achieve outcomes received individualised assistance from Learning and Support Teachers, either in class, or in small group sessions.  Indigenous students made better than State average growth in NAPLAN reading and numeracy in 2017.  All staff attended 8 ways training, and have adopted new planning requirements for PLPs.
2% growth in Literacy and Numeracy per year until 2019, Premiers Priority.	No additional funding was expended to achieve this result.	Students have over achieved this goal, gaining growth of 13% between 2016 and 2017 results.

## Next Steps

A targeted writing program, designed to improve NAPLAN writing results is the focus of training and development in 2018, in response to 2016 writing results.

A proven text, Targeting Grammar, Punctuation and Spelling will have a staged introduction into primary classrooms in 2018 and beyond.

In 2018, further collaboration has been encouraged through strategic planning. Release times have been provided to coincide with supervisors, allowing for stage-based meeting and planning to occur. Senior students are grouped for lesson rotations in science, history, art and PDHPE. Lessons are shared, teachers have timetabled cooperatively.

Staff will be professionally developed in the Literacy and Numeracy Progressions, Best Start Kindergarten Assessment 2 and ALAN software.

## 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

A culture of student enrichment programs has been well established at Millthorpe Public School for several years. This continues to be the case, with minor fluctuations in subject matter, as a result of staff specialities and staff movement. Millthorpe continues to operate a successful band program, and provides access to tuition in violin, piano, guitar, percussion and drums. A successful ballet and dance studio operates out of the school hall 5 days a week. A long-term chess program has been consistently successful and very popular with students of all ages. Public speaking and debating competitions are a regular feature of the school calendar. Premier's Spelling Bee and Reading Challenge provide enrichment in the area of literacy. Tuition in recorder is provided for those students wishing to participate in the Festival of Instrumental music and perform each year at the Opera House. Sporting Schools funding is sourced and used to provide specialist sports tuition in a range of engaging sports both after and during school hours. PSSA sporting competitions are supported and students perform at a high level in this field.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in number of students identifying bullying behaviours in "Tell Them From Me" survey results at years end.	No additional funds expended	Results indicate that this goal has not been met and this area will be a continued focus in the following years. This being said, NSW norms indicate that 36% of students identify they are victims of bullying behaviour while Millthorpe Public School had 16% of students identifying as have being victims of bullying, a result significantly below state norms.
Decrease in the number of reported incidents or inappropriate playground behaviour.	No additional funds expended	Inappropriate playground behaviours continue to occur, despite our best efforts. Students are more likely to report a serious incident, and less likely to report minor or trivial incidents. This may be as a result of the Peer Support program, and a subsequent increase in students abilities to mediate their own acceptable solutions to playground incidents. Consequences for bullying and inappropriate playground behaviours have been consistently applied. Students understanding of bullying has increased as a result of the Peer Support programs implemented.
25% increase in teachers reporting confidence in utilising contemporary learning technologies to maximise learning opportunities and engagement for all students.	School and iPads, this has increased staff and student use of iPads in classrooms for academic pursuits.	<p>This goal has been successfully achieved, with the continuous focus on the use of newly purchased iPads, updated touch screen whiteboards, and the purchase of educational apps which allow access to programs despite broadband access issues.</p> <p>A regular focus on technology updates from peers in staff and stage meetings has increased all staff engagement in 21st century technologies and their successful application on classroom settings.</p>
Student goal setting and reflection embedded in classroom practice.	No funds expended.	This is an ongoing goal, with a reform of reporting practices planned for 2018 – 2020. Student goal setting is being successfully introduced in some classes. Early Stage 1 and Stage 1 classrooms are setting literacy goals through the Language,



### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student goal setting and reflection embedded in classroom practice.		Learning and Literacy programs. Student goal setting is a feature in some primary classrooms and goals are set and discussed at annual three-way conferences.
Increased student involvement in extra-curricular activities.	Parent fees cover many costs, school and community funds are used to support programs in art, sport and covers many additional incidental costs.	Millthorpe continues to support a wide range of extra curricular activities. Tuition in music, chess, debating, art, spelling and robotics continues.

### Next Steps

We will continue to engage in a flexible, responsive enrichment program, taking advantage of opportunities and staff specialities as they present. A focus on embedding longevity into the popular activities will be investigated in the next planning cycle.

### 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

Collaborations have been a developing feature of the 2015–2017 school plan. Collaboration has been encouraged in school teams to further opportunities for shared, planning, reporting and assessing on curriculum implementation, assessment strategies and PDP's.

Productive and supportive collaborations beyond the school occur via the Pre2 network, and the Heritage Country Schools' network

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of staff actively engaged in Pre2 network meetings each term.	\$7000 in Training and Development funds have been expended supporting the Pre2 network in 2017.  \$400 was expended from Training and Development funds to support the Heritage Country Schools' Network in 2017.	This target was easily reached, due to the high quality of the training and development opportunities offered through the Pre2 network. One executive staff member was responsible for coordinating the technology network sessions, and received great support and acclaim for the quality of the sessions provided.  Most staff attended the network meetings, some staff attended more than one session in the week, due to their popularity and relevance.
By 2019 all staff are confident in using administrative systems such as EBS4, student management and wellbeing.	Due to the expenses of a sesqui-centenary year, funds to purchase Sentral were not available in the 2017 financial year. New processes for recording wellbeing information were developed in the interim, and will be reviewed in 2018.	Great progress was made by office staff in the use of EBS4 and SAP finance during the 2017 school year. This was due to senior SAM being seconded to work with LMBR team, and SAO having to learn the new role.  Teaching staff were able to gain a better understanding of financial systems during shared, collaborative budgeting sessions at executive level.

#### Next Steps

We will continue to investigate the purchase of Sentral in 2018, and to improve the recording of wellbeing events during the school year.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Annual allocation of \$6563	<p>Indigenous funds were utilised to purchase additional School Learning Support Officer (SLSO) time, and Learning and Support Teacher (LaST) time to support indigenous students in preparation for the 2017 NAPLAN assessments in areas of need.</p> <p>Due to a small cohort, I am unable to provide specific details of the success of these programs, however, we are very pleased with the positive result.</p>
<b>Low level adjustment for disability</b>	In total \$80,969 was expended in this area in 2017.	The school spent \$60,000 on STLA wages for a three day per week support teacher. Additional funding was expended on SLSO budgets to provide support for low-level support students in class and playground situations.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.3 FTE allocation, approximately \$30,000	These funds were used to provide additional release from class time for three executive staff, who were able to visit classrooms, and develop collaborative plans, programs, scope and sequences and PLPs with staff.
<b>Socio-economic background</b>	Annual allocation of \$18,200.	These funds were used to support students to attend excursions, incursions, support for uniform purchases, for canteen and emergency food supplies.
<b>Support for beginning teachers</b>	Not applicable in 2017	

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	134	130	133	148
Girls	127	128	133	139

There was a slight increase in enrolment in 2017, leading to the establishment of the 12th class at Millthorpe Public School.

A total of 287 students were enrolled and attending Millthorpe Public School in 2017.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	96.8	95.4	97.1
1	94.3	94.3	95.4	96.9
2	94.5	93.9	94.6	96
3	94.9	94.5	94.2	96.6
4	95	94.9	94.2	94.5
5	96.6	94	95	95.7
6	94.7	95.1	94	95.2
All Years	95.1	94.8	94.8	96.1
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 at Millthorpe Public School has risen slightly during 2017. The Home School Liason Officer has been involved in attempting to improve attendance rates. Teachers diligently follow all procedures to ensure student attendance is encouraged.

Attendance in 2017 was higher than the three previous years, and above State DoE averages.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.21
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.57
Other Positions	0

\*Full Time Equivalent

In 2017, 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 2017, all beginning teaching staff have been successfully accredited, and have maintained proficiency.

All teaching staff completed all aspects of mandatory compliance training during 2017, supervised by an executive member. This included Child Protection updates, Code of Conduct, Anaphylaxis and Asthma management updates, CPR and Work Health and Safety requirements including Emergency Care.

Executive staff member trained as Language, Learning and Literacy training and began delivering professional learning to all Stage One and Early Stage 1 staff.

All staff attended Pre2 network professional development sessions including the joint Staff Development Day in Term 3, focussing on wellbeing.

The School principal attended all Bathurst network meetings, PPA and heritage Country Schools meetings, as well as Pre2 management meetings, and executive development sessions.

**Millthorpe Public School received \$19 643 in training and development funds in 2017, all funds were 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 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	109,914
<b>Revenue</b>	2,702,328
Appropriation	2,419,655
Sale of Goods and Services	74,725
Grants and Contributions	203,882
Gain and Loss	0
Other Revenue	1,159
Investment Income	2,908
<b>Expenses</b>	-2,621,657
Recurrent Expenses	-2,621,657
Employee Related	-2,263,083
Operating Expenses	-358,574
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	80,671
<b>Balance Carried Forward</b>	190,585

An active finance committee meets monthly to allocate budgets, and monitor expenditures.

In 2017, additional funds were expended in celebration of the schools 150th anniversary. Funds were raised to cover major expenses, and a generous and supportive

P&C offered a great deal of assistance.

The school uniform store was sold off in 2017, creating some additional income for the school in addition to the Community Use of School facilities funds raised by the hire of the school hall for ballet tuition and community functions.

We have finished the year in a very solid financial position. These savings are ear-marked for a capital works project to support infrastructure in a rapidly growing school.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,024,374
Base Per Capita	40,652
Base Location	8,286
Other Base	1,975,435
<b>Equity Total</b>	105,733
Equity Aboriginal	6,563
Equity Socio economic	18,200
Equity Language	0
Equity Disability	80,969
<b>Targeted Total</b>	135,498
<b>Other Total</b>	63,145
<b>Grand Total</b>	2,328,749

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.

In literacy aspects of the 2017 NAPLAN assessments, for **Year 3** Millthorpe students scored above State and DoE averages in Reading, Writing, Spelling and Grammar and Punctuation.

For Reading, Millthorpe Year 3 students scored 26.9 points above State average. 69.5% of Millthorpe students in Year 3 scored in the top two bands (Band 5 and 6) in Reading in the 2017 NAPLAN assessment.

For Writing, Millthorpe Year 3 students scored 13.5 points above State average.

For Spelling, Millthorpe Year 3 students scored 7.2 points above State average. This was a considerable improvement on 2016 results, with a 27.1 point gain, in the biggest cohort the school has ever had sit NAPLAN.

For Grammar and Punctuation, Millthorpe Year 3 students scored 1.3 points above State average, a slight fall on previous achievement.

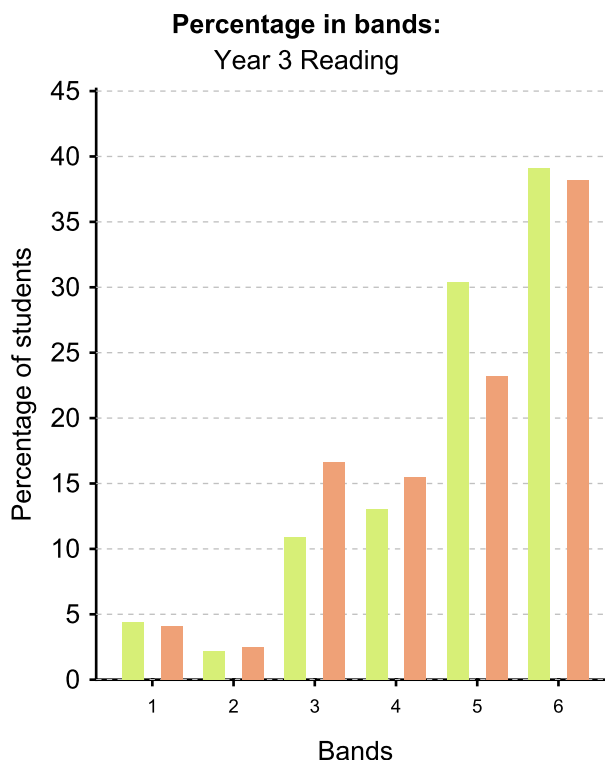
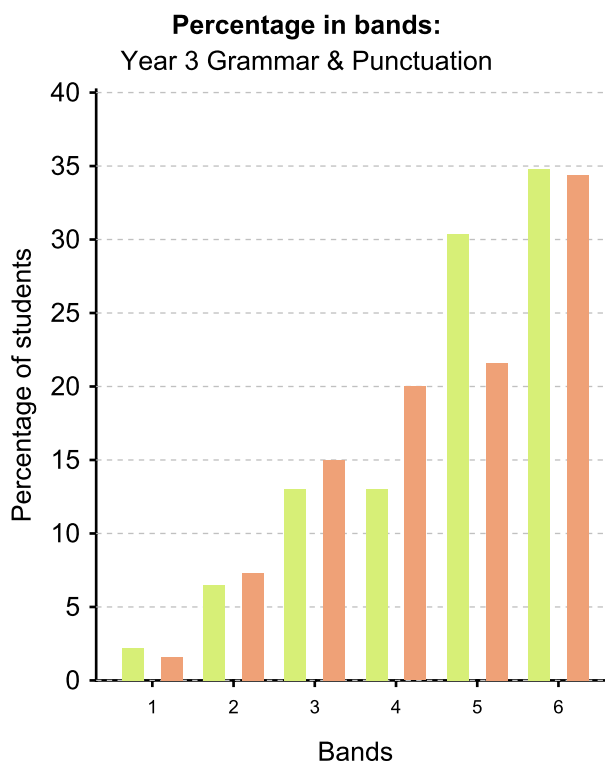
In literacy aspects of the 2017 NAPLAN assessment, for **Year 5** Millthorpe students scored above State and DoE averages in Reading, Writing and Grammar and Punctuation. Year 5 students were below State and DoE average scores in Spelling by 6 points.

For Reading, Millthorpe Year 5 students scored 15.1 points above State average. 46.2% of Millthorpe Year 5 students scored in the top two bands (Band 7 and 8) in 2017 NAPLAN assessment.

For Writing, Millthorpe Year 5 students scored 5.0 points above State average.

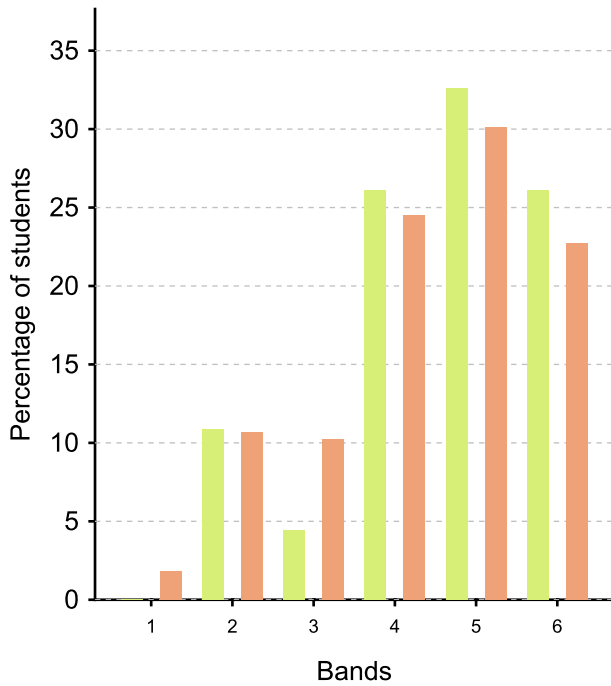
For Spelling, Millthorpe Year 5 students scored 6.3 points below State average. This was an improvement on 2016 results however, with a 14.2% point gain.

For Grammar and Punctuation, Millthorpe Year 5 students scored 17.3 points above State average.



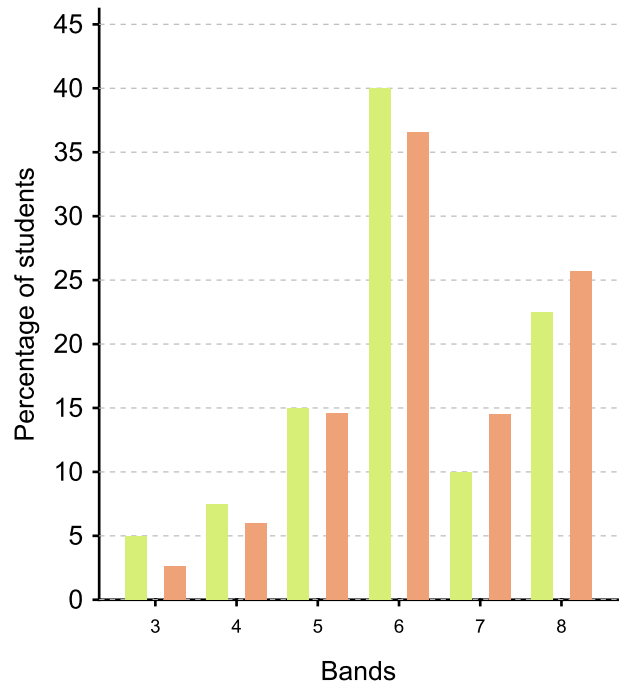


**Percentage in bands:**  
Year 3 Spelling



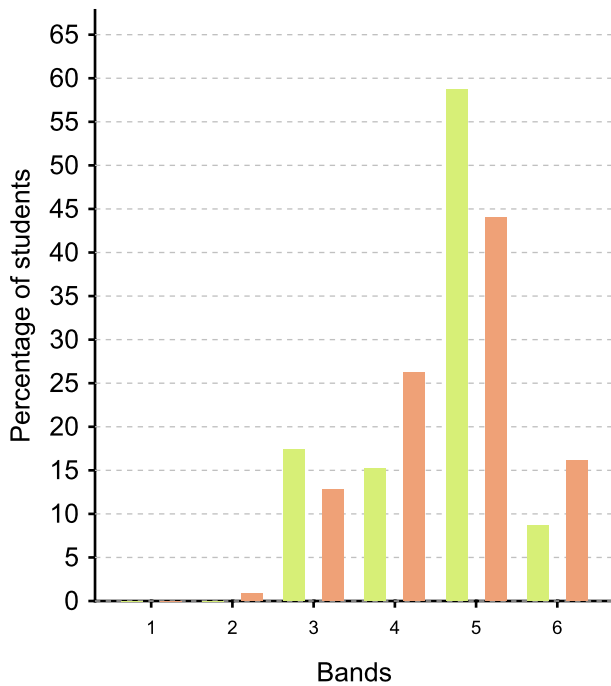
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Grammar & Punctuation



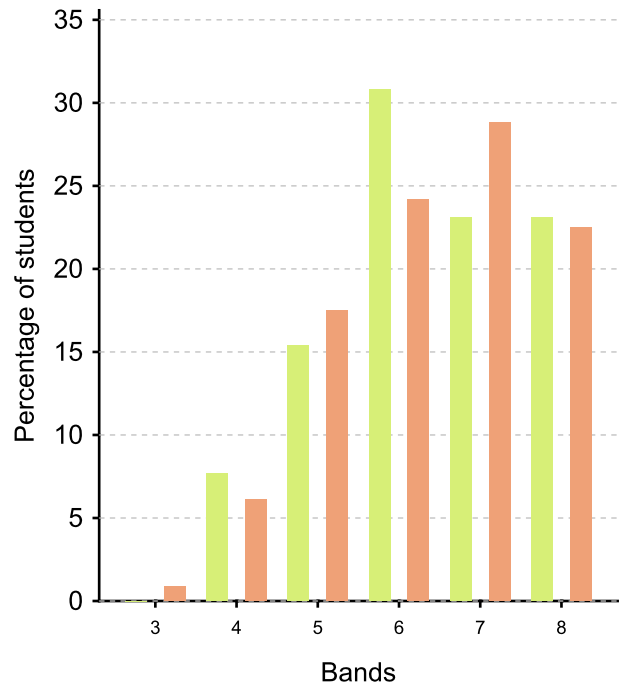
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing



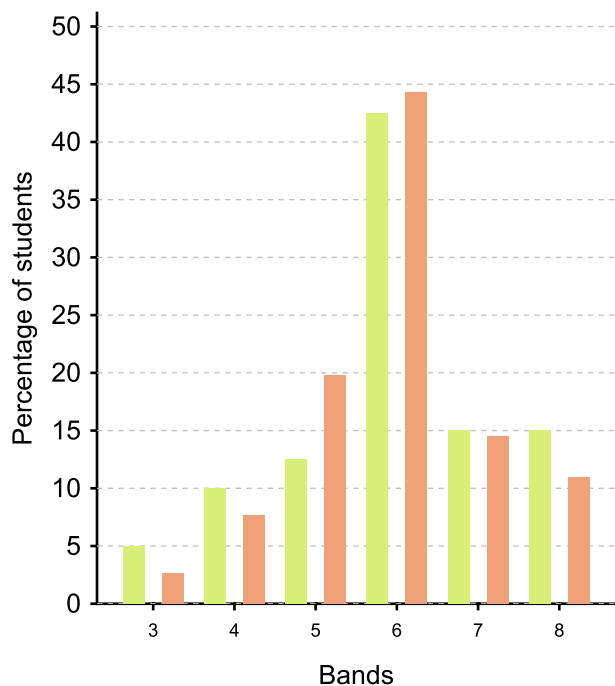
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

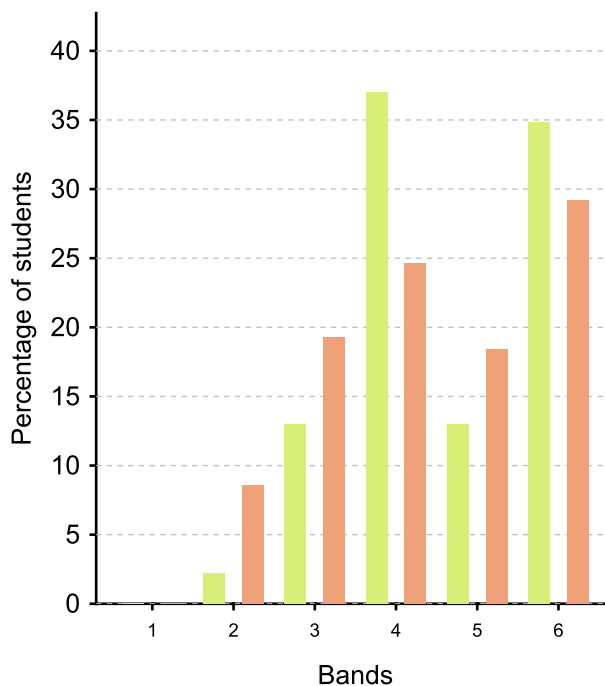
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

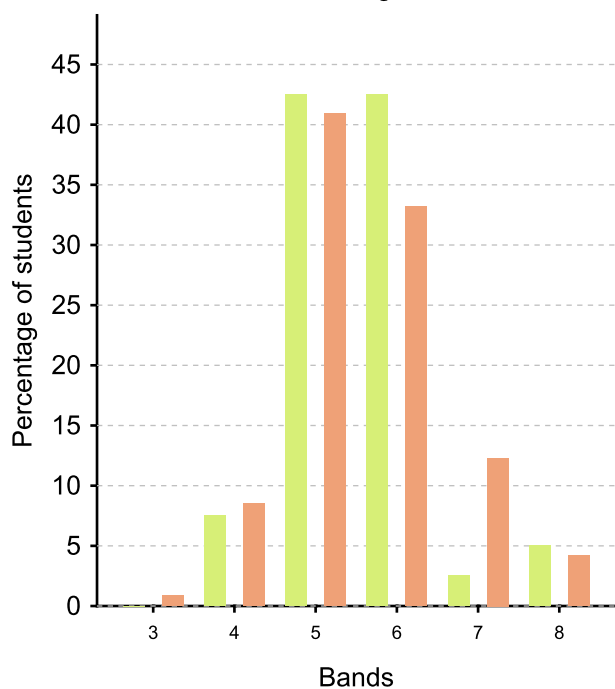
scored 33.9 points above State average.

**Percentage in bands:**  
Year 3 Numeracy



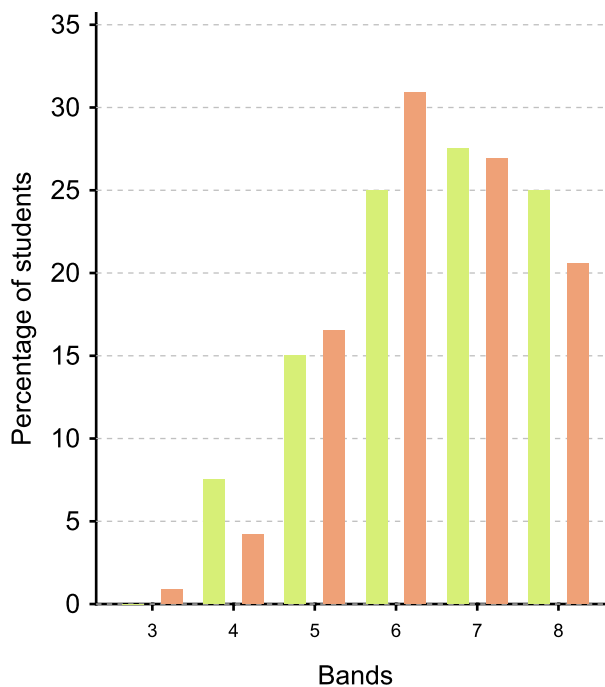
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

In Numeracy aspects of the 2017 NAPLAN, for both Years 3 and 5, Millthorpe students achieved scores significantly above State averages.

In Numeracy Millthorpe Public School Year 3 students scored 24.3 points above State average.

In Numeracy Millthorpe Public School Year 5 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.>

Due to the small cohort, we are unable to comment specifically on these results for 2017. Indigenous students have performed very well in 2017 NAPLAN.

## Parent/caregiver, student, teacher satisfaction

In 2017, Millthorpe Public School surveyed students attitudes to school life using the Tell Them From Me online surveys.

Survey results indicate that Millthorpe students participate in school sports (74%) on average less than the NSW Govt Norm. (83%).

Millthorpe students participate in extra curricular activities on average at 44%, as opposed to the NSW Govt. Norm of 55% participation in extra curricular activities.

76% of Millthorpe students felt a positive sense of belonging as opposed to 81% in the Gov. Norm. Millthorpe boys felt a greater sense of belonging than Millthorpe girls

A greater percentage of Millthorpe students (89%) felt they had positive relationships than the Gov. Norm (85%)

Millthorpe students valued schooling outcomes (98%) beyond the Gov. Norm of 96%.

Millthorpe students have positive homework behaviours (school mean 64%) NSW GOV. Norm 63%.

Millthorpe students have very positive behaviour at school, with a mean of 94%, as opposed to 83% NSW Gov. Norm.

82% of Millthorpe students felt interested and motivated in their learning, the Govt. Norm was 78%.

Of particular interest to staff are the results for school bullying behaviours. Our aim has been to reduce incidents of bullying behaviours in the school. In 2017, tell Them From Me surveys indicate that 16% of the school felt they had been the victim of bullying behaviours, either physical, social, or verbal, or over the internet. This is considerably less than the NSW Govt. Norm of 36%, and a slight increase on the 2016 data which indicated 15% of students felt they had been the victim of bullying incidents.

In summary, Millthorpe Public School has above average positive relationships, above average value for school outcomes, and above average homework behaviours. Millthorpe students try hard to succeed in their learning and are interested and motivated in their learning at higher rates than the NSW Govt. Norm. Millthorpe students are recording consistent levels of bullying behaviours, despite teachers focus on lowering these behaviours.

Millthorpe Public School has a small indigenous enrolment of approximately 3%. Due to the small cohort, we are unable to comment specifically on indigenous student performance in NAPLAN, other than to say we are very pleased with the results achieved by our indigenous students.

## Multicultural and anti-racism education

Millthorpe Public school did not have any English as a Second Language Students in 2017. We have not conducted any new arrivals programs, as we did not have students enrolled requiring this assistance.. One teacher is trained as an ARCO (Anti Racism Contact Officer.)

## Policy requirements

### Aboriginal education