

Millfield Public School Annual Report



2018



2555

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

To inspire the happy thinkers of tomorrow, today and every day.

School context

Millfield Public School is a school situated in a picturesque rural setting 12 kilometres south west of Cessnock. The school delivers quality academic, social and extra-curricular programs that develop our students to reach their full potential and is proud to have successfully maintained this commitment to our community over our rich and increasing 150 year history.

The school currently consists of three multi aged classes, with school enrolments following an increasing trend moving from 55 to 72 students over the last 5 years. In 2018, student numbers reached a cohort size of 72 students, with boys making up 51% and girls 49% of the student population with 15% of students identifying as Aboriginal.

The school's focus is on quality literacy and numeracy programs which are constructed on the basis of providing differentiation and research driven teaching pedagogy. This has seen the inclusion of targeted programs such as L3, TEN and Project Based Learning. Staff and students at Millfield Public School strive to model our school's Positive Behaviour for Learning (PBL) expectations of respect, responsibility and safety on a daily basis.

The school understands the importance of the home school partnership in positively progressing student learning outcomes. Our P&C community are very supportive of the work we do as a school and are proactive in assisting where able. The Parents and Citizens' Association organise social events and opportunities for raising funds to support our students including operating our school canteen. Communication between the school and community centres around fortnightly newsletters, fortnightly assemblies, school notes, short messages as well as embracing more progressive technological mediums and a well maintained social media presence. Staff make themselves available to meet informally with parents on a daily basis where personal relationships are further developed, as well as schedule formal meetings regularly throughout the year.

Wholistic assessment measures such as the National Assessment Program – Literacy and Numeracy (NAPLAN) data has shown steady improvement in our school 5 year averages. The school has consistently shown outstanding results in both Literacy and Numeracy within Year 3 assessments since the commencement of the L3 initiative. A future focus as detailed in this plan is building on from these results into our higher years.

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. This year we assessed significant growth across the following areas; Reporting and School Resources.

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

Learning

Purpose

Learning is the ongoing process driven pursuit that will enable the opportunities of tomorrow. Everyone is a learner and needs to continue to both challenge themselves and succeed on a daily basis. To inspire the thinkers of tomorrow we must collectively journey together; students, parents and teachers along their own learning paths that develop a deep understanding of processes and skills as well as content and knowledge.

Overall summary of progress

Millfield Public School continues to take great strides forward in regards to our learning culture. We have enriched our process to ensure data is at the centre of our intervention models and forms the basis for who receives what resources and support.

We have been encouraged by our data this year and in particular the Project Based Learning initiative which was selected for the potential to extend our students into the top two NAPLAN bands. This year 31.25% of students received results in the top two bands for reading and numeracy. This represents a year on year increase of 26.7% over 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Progressively increase the percentage of students achieving expected growth in Literacy and Numeracy results within NAPLAN.	Professional Learning Budget, EAfS Instructional Leader, L3 Program and Instructors, Additional Teacher Role Infants, Primary LAST Role, SLSO Speech and Learning Support.	<p>100% of identified staff completed all L3K and L3S1 training requirements and observational components. Increasing the number of L3 trained staff to 100% of class teachers.</p> <p>100% of required PLAN2 data was submitted and student growth trends are positive.</p> <p>Intervention model for infants evolved throughout the year. With the most effective method measured this year as the hybrid additional class model. 66% students in K–3 hit their expected targets.</p> <p>Intervention model for primary evolved throughout the year. With the most effective method measured was a team teaching and breakout intervention group model. 70% students in 4–6 hit their expected targets.</p>
Teacher supervision ensures that 100% of staff collaboratively analyse system and school based data to plan and implement targeted programs for Literacy and Numeracy.	Professional Learning Budget, EAfS Instructional Leader, L3 Program and Instructors, Additional Teacher Role Infants, Primary LAST Role, Office 365 Subscription, SharePoint Collaborative Workspace and staff laptops.	<p>100% of staff are using online collaboration systems for the creation and evaluation of school wide programs and lessons. This has seen an increase in efficiency for the lesson creation responsibility as is shared teacher wide and the subjective measure of lesson quality increase.</p> <p>Review was completed into whole school programming expectations. Responsibilities have been adjusted with a focus on embedded data systems.</p> <p>100% of required PLAN2 data was submitted and student growth trends are positive.</p>
Parent involvement in student learning goal processes indicate an increasing number of actively engaged community members.	LST Meeting Consultation and Release, Additional Teacher Role Infants, CATS Transition Programs,	100% of students have Personalised Learning Plans (PLP) which are being used by students, teachers and parents to drive improvements in student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent involvement in student learning goal processes indicate an increasing number of actively engaged community members.	School Counselor 0.1, RFF Hybrid Additional Release	<p>Parent attendance at formal parent/teacher meetings and learning opportunities has increased this year.</p> <p>Come and Try School Program (CATS) showed a strong attendance, with 90% of 2019 pre-enrolled students attending one or more sessions.</p>
Progressively increase the percentage of students achieving results in the top two NAPLAN bands in line with the premiers priorities.	Professional Learning Budget, Project Nest targeted professional learning course, mentor meetings and TPL calendar. EAFS Instructional Leader, L3 Program and Instructors, Additional Teacher Role Infants, Primary LAST Role, SLSO Speech and Learning Support.	<p>TPL session on Project Nest was completed successfully as part of weekly TPL agenda. This learning initiative is embedded within teaching in learning programs currently across 66% of the school classes and is expected to increase to 75% in 2019.</p> <p>100% of required PLAN2 data was submitted and student growth trends are positive.</p> <p>31.25% of students received results in the top two bands for reading and numeracy in 2018. This was an increase of 26.7% over last years measure.</p>

Next Steps

In 2019, Millfield Public School will look to consolidate the gains made from within our 3–5 growth areas and the positive attainment of students in the top two NAPLAN bands for reading and numeracy. We anticipate further student enrolments and plan to make accommodation changes to allow for stage based classes. We will look at refining strategies in regards to additional curriculum programs and initiatives, removing those that are not efficiently contributing student growth within both Literacy and Numeracy. We again will prioritise student differentiation, support structures and our intervention roles with a growth mindset approach.



Strategic Direction 2

Wellbeing

Purpose

In creating happy thinkers of tomorrow we acknowledge that the future is unknown, we believe the foundation to adapt to the opportunities it presents will be in an understanding of self and require a strong foundation of wellbeing. Without learners developing the groundwork within these areas today, no effective risk taking growth can take place.

Overall summary of progress

It has been an exciting year to track, target and measure growth in regards to wellbeing. We have achieved this by refining existing systems and structures as well as implementing a range of new initiatives focused on our three key stakeholders; students, staff and our community. We recognise that this strategic direction underpins so many other target areas we hold as a school and have come to better understand the key importance of working in this space. Our data reflects positively on our overall progress this year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Equal or better the state averages across social, institutional and intellectual student engagement as measured by the bi-annual TTFM survey.	Happy Schools Subscription, CCGPS Contributions, Targeted Professional Learning Wellbeing Sessions – Millfield Magic Program, Daily Meditation Program Smiling Minds Subscription, PBL Reward Days, SENTRAL school subscription.	<p>100% of teaching staff contributed to rigorous data informed PBL program.</p> <p>100% of classes finished the year with meditation embedded within daily class routines.</p> <p>Data reflected our school was outperforming state in regards to Social Engagement as averaged across the three assessed areas.</p> <p>Data reflected our school matched or bettered state within Institutional Engagement with the exception of positive homework behaviours.</p> <p>Data reflected our school outperformed state scores in respect to Intellectual Student Engagement.</p>
Equal or better the state averages in social-emotional student skills challenge metric. Students will be supported to take educational risks that balance their levels of feelings of confidence and ability challenge.	<p>Happy Schools Subscription, CCGPS Contributions, Targeted Professional Learning Wellbeing Sessions – Millfield Magic Program, Daily Meditation Program Smiling Minds Subscription, PBL Reward Days, SENTRAL school subscription.</p> <p>Professional Learning Budget, EAfS Instructional Leader, L3 Program and Instructors, Additional Teacher Role Infants, Primary LAST Role, SLSO Speech and Learning Support.</p>	<p>100% of teaching staff contributed to a rigorous data informed PBL program.</p> <p>100% of classes finished the year with meditation embedded within daily class routines.</p> <p>Data reflected a lower than state average score for students with a positive sense of belonging.</p> <p>Data reflected a 12% stronger than state average score for students with positive behaviour at school.</p> <p>Data reflected a slightly stronger than state average for students who are interested and motivated within their learning.</p>
Staff are supported to develop their foundation of needs and	Happy Schools Subscription, CCGPS	Data reflects that 100% of staff who participated in the Millfield Magic Program reported increased

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
report increasing levels of self-actualisation. as measured by localised survey metrics.	Contributions, Targeted Professional Learning Wellbeing Sessions – Millfield Magic Program, Daily Meditation Program Smiling Minds Subscription, PBL Reward Days, Survey Monkey Subscription.	<p>levels of self actualization.</p> <p>100% of staff surveyed as part of the daily meditation trial reported positive effects to self and students.</p> <p>PBL reward days anecdotal data captured participating staff reporting beneficial outcomes to self in regards to wellbeing.</p>
Community report having a comfortable and engaged presence in both our school context and in their role within the learning process.	CCGPS Contributions, Student Support and Assistance Program, Transition Program Teacher Release, Uniform Initiative Financial Support Program, School/Community Fair Financial and Organisation Contributions, 150th Anniversary Celebration Financial and Organisation Contributions.	<p>Student support funds were used a number of times to subsidise excursion costs and provide additional resources for identified students and families.</p> <p>CATS transition program data reflected positive feedback for all attendees and their parents.</p> <p>Uniform initiative financial support funds benefited a large number of families. All students who made new uniform purchases this year benefited from this support initiative.</p> <p>Community Fair and 150th anniversary celebrations were both very well attended. Data collected displayed a very comfortable and engaged community presence.</p>

Next Steps

In 2019, Millfield Public School will look to consolidate the positive results gained in regards to social, institutional and intellectual engagement. We will also be looking for ways to improve our student's sense of belonging whilst at school and complete a review into students, parents and teacher expectation for homework. We are aware that we will need to broaden our data sets next year, so that we can more regularly review our progress made against our goals. This is particularly important for our infants students and classes.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Total Aboriginal Background Finding – \$11,813</p> <p>Teacher Release for AET and AET Leadership Days, NAIDOC/Reconciliation Celebrations, Targeted Professional Learning, Additional Staffing Component to facilitate PLP initiative.</p>	<p>Our school again ran a successful AET program, Providing leadership opportunities for those students involved.</p> <p>NAIDOC/Reconciliation Celebration was a success with all students involved and community members invited. Mentoring and community connections were strengthened with MVHS students assisting with activities and AECG members in attendance.</p>
Low level adjustment for disability	<p>Low Level Adjustment for Disability – \$41,307</p> <p>Partial employment of School Learning and Support Officers (SLSOs), Increase staffing component for LAST</p>	<p>SLSOs and LAST role allowed for more effective and differentiated learning programs and support systems.</p> <p>See Strategic Direction 1.</p>
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching, Successful Students (QTSS) – \$9,995</p> <p>Increased release for Principal to facilitate coaching and mentoring program.</p>	<p>Additional release allowed for instructional leadership meetings and classroom observations.</p>
Socio-economic background	<p>Socio-economic Background – \$65,356</p> <p>Partial employment of School Learning and Support Officers (SLSOs), Increase staffing/classroom teaching component model.</p>	<p>SLSOs and additional teaching roles allowed for more effective and differentiated learning programs and support systems.</p> <p>See Strategic Direction 1.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	35	33	28	35
Girls	27	34	31	35

Enrolment has been strong and growing throughout the 2018 school year. Kindergarten enrolments are projected to again be very strong as we head into the 2019 school year. As the 2018 school year closed and our project enrolment numbers have been confirmed our student population is very close to the establishment of a new class.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	93.6	96	92.1
1	96.3	90.9	93.8	93.5
2	94.5	89.5	96.3	93.7
3	92.4	92	97.3	91.3
4	95.6	96	90.9	96.3
5	92.3	92.1	96	94.6
6	96.8	92.9	92.7	92.2
All Years	94.4	92.5	94.3	93.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school uses comprehensive systems to measure whole and part day absences, in an effort to help identify trends and proactively monitor for the prevalence of concerning habits. Throughout the year our school has worked closely with a small number of families to improve attendance habits, leading to more

desirable outcomes for identified students at risk. The school also positively promotes desirable attendance through whole school communication channels including the school newsletter, assembly items and incentivised awards. In 2018 the school launched a daily SMS attendance messaging system, where parents are contacted when an absence is recorded and are encouraged to reply with a reason for non-attendance or partial attendance. This positively impacted the number of unknown absences and provided more effective data sets for analysis of absence patterns and trends.

Class sizes

Class	Total
K_1	21
1_2_3	27
4_5_6	22

Structure of classes

Three multistage classes were formed in 2018. This allowed flexibility across classes to allow for new enrolments throughout the year, and stage based teaching.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.49
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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 in the key initiatives table. This learning has contributed in to the success we experienced at Millfield in 2018. Professional learning is something we value within our school culture as we understand the link between these opportunities and improving student success.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	173,965
Revenue	922,178
Appropriation	890,224
Sale of Goods and Services	99
Grants and Contributions	29,293
Gain and Loss	0
Other Revenue	0
Investment Income	2,561
Expenses	-1,039,161
Recurrent Expenses	-1,039,161
Employee Related	-893,128
Operating Expenses	-146,033
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-116,983
Balance Carried Forward	56,982

were committed to initiatives directly benefiting the students within the 2018 enrolment cohort. This included the creation of an additional teaching position, teacher identified professional learning and student led projects. More information about this spend is presented in the Strategic Directions and Key Initiatives table.

Additionally, the school undertook significant asset projects in 2018. A portion of the previously unspent balance from 2017 was committed to these projects including, the creation of the Future Focused Learning Space, Office/Administration restoration and Garden Blitz Project in the led up to our 150th celebration. As the year closes we will again carry forward a positive balance for future projects and learning opportunities as identified by the school and our community.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	626,779
Base Per Capita	11,409
Base Location	2,088
Other Base	613,282
Equity Total	118,476
Equity Aboriginal	11,813
Equity Socio economic	65,356
Equity Language	0
Equity Disability	41,307
Targeted Total	37,690
Other Total	74,830
Grand Total	857,774

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.

All funds assigned through the school's annual budget

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN Literacy

Due to small cohorts in 2018, charts are not shared to protect the privacy of individual students. Results however demonstrated:

A comparative increase in our school's Y5 scores against state averages within reading.

A comparative increase in our school's Y5 scores against state averages within spelling.

A large comparative increase in our school's Y5 scores against state averages within reading.

A modest increase in our school's Y5 scores against state averages within Grammar and Punctuation.

NAPLAN Numeracy

Due to small cohorts in 2018, charts are not shared to protect the privacy of individual students. Results however demonstrated:

A modest comparative increase in our school's Y5 scores against state averages within numeracy.

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.

In regards to increasing the proportion of students in the top two NAPLAN bands 2018 was a very exciting year. Overall 31.25% of students received results in the top two bands for reading and numeracy. This was an increase of 26.7% over last year's measure.

Our Year 3 Numeracy and Reading measures were also very encouraging with 14.39% and 28.57% respective representation. The most significant representation within the top two NAPLAN bands however rests with our Y5 reading results where 66.67% of our students received graded scores in these bands.

Parent/caregiver, student, teacher satisfaction

The school continues to enjoy open communication with parents, regular P&C meetings are well attended and a culture of accessibility is prevalent with two sided conversations taking place at both formal and informal opportunities when the needs arise. The vast majority of feedback the school has received and gathered is positive with parents appreciative of the school environment, our outreach events and the quality education we provide at Millfield Public School.

During various community events promoted this year parent, teachers and students were invited to provide feedback and suggestions about our asset redevelopment program, in particular the future focused learning space. The vast majority of feedback was extremely positive around the physical spaces and improvements made in our quality learning environments. Stakeholders expressed they felt there was a good balance between explicit teaching and projects as their children were thriving in their learning.

Student survey data showed increased engagement across the older years in school and the adjusted project based learning style curriculum provided a better alignment with student's perceived ability and application when compared to previous years.

Students were enthusiastic about their school and commented on teachers being approachable, encouraging, dedicated and it was fun to be in their classrooms. Students also voiced there were a range of opportunities available to them and speak proudly of their school and about the changes made recently at our school.



Policy requirements

Aboriginal education

Millfield Public School received \$11,813 Aboriginal background funding in 2018. This was supported by RAM equity funds to implement our plan which included:

- School 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.
- All students have personalised learning plans

negotiated between the classroom teacher and the child's parents/caregivers, aiming to best meet the needs of individual students.

- The continuation and regular meeting 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.

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. The school now has an additional two staff members trained as Anti-Racism Contact Officers and has committed to a TPL direction in 2019 for staff to attend the Connecting to Country Course run through our AECG.

Multicultural and anti-racism education

Multicultural perspectives are taught across all Key Learning Areas at Millfield Public School. Knowledge, skills and attitudes about Australian multiculturalism and the contribution of people and cultures from around the world to Australia's heritage are taught in all grades.

Respect, tolerance and empathy are all key elements of our PBL program taught explicitly in all grades and awareness in and interest of other cultures enhance our syllabus. The school actively embraces multicultural activities and learning opportunities within the school such as Harmony Day, recognition of diverse cultures in celebrations such as Mother's Day, Father's Day and Easter.