

Millthorpe Public School

Annual Report



2018



2558

Introduction

The Annual Report for **2018** is provided to the community of Millthorpe Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jo Jackett

Principal

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Message from the Principal

Millthorpe Public School has continued to grow and thrive in 2018. Enrolment figures meant we maintained the 12th class which was newly established in 2017.

During the year, Millthorpe Public School has participated in a wide range of academic, sporting and cultural programs. The school has been part of the Pre2 Learning Community and the Heritage Country Schools' Learning Community. Both of these organisations provide enrichment experiences for students and staff who were involved in many successful events during 2018, as a result of these collaborations. In addition, Millthorpe Public School was re-aligned from the Bathurst Schools Network to the Orange Schools Network, with a subsequent change in Director, Educational Leadership, and the development of new relationships with those who support the staff and school programs.

Throughout 2018, the staff has developed and implemented teaching and learning programs in the six key learning areas that allow for differentiation and challenge as students work towards achieving appropriate outcomes. These programs, in line with the NSW Education Standards Authority (NESA) syllabi ensure students gain the knowledge and skills required for their future lifelong learning. I thank the staff for their tireless efforts throughout 2018.

New temporary teachers were appointed to the school to fill vacancies. School routines and procedures established in 2017 were strengthened and refined during 2018.

Although the rapid growth rate noted in previous years has plateaued, we increased our overall enrolment by eight students to begin the year with an enrolment of 288.

The consolidation of roles and responsibilities in the school continues, with an efficient executive team of three Assistant Principals supervising staff, administering programs, delivering teacher training and development, teaching students, and reviewing policies. The leadership team have worked diligently to meet all Department of Education (DoE) requirements. The development of leadership structures and procedures within the school form part of our school plan, and are a direct result of our enrolment and staffing growth. I would like to thank the executive team for their hard work and dedication to the school throughout 2018.

I would like to thank the many members of the school community who have supported the school in so many ways during 2018. Special mention must be made of the Millthorpe Markets Committee members, the P&C Association members, the Scripture and Ethics teachers and coordinators. Thank you to those parents and grandparents who have assisted with transport, classroom activities, book covering, assistance in the canteen and in many other areas of school life. Your generous support has enabled Millthorpe Public School to remain closely connected to its community and to provide a rich and stimulating educational environment for its students.

Our recent student growth has led to a shortage of administration work spaces, storage spaces and teacher facilities. We

are consciously working to improve this situation. As a result we have engaged an architect to develop plans for administration space and office spaces to be incorporated into our heritage listed bluestone building.

Millthorpe Public School continues to be a safe, happy and productive school. Our focus is on preparing students for a positive future of learning, high achievement and engagement in a stimulating, varied and supportive environment.

I look forward to 2019 at Millthorpe Public School with great excitement.

School background

School vision statement

Our vision is to ensure all students are successful learners who are confident, creative and well-informed citizens.

School context

Millthorpe Public School is an inner regional school in the Central Tablelands of NSW, which enjoys positive connections with the local community.

Millthorpe Public School has a strong reputation as a caring and successful school. At Millthorpe Public School high expectations are set for student performance and behaviour. Millthorpe students are supported to succeed academically, socially, emotionally, physically and spiritually, by a dedicated team of quality staff.

Millthorpe Public School strives to offer students rich and broad opportunities in a nurturing environment enhanced by evidence-based practices.

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.

Millthorpe Public School established three Strategic Directions in the school plan. The first Strategic Direction is Inspired Learning, the second is Great Teaching, and the third Effective Leading. These are based on our School Excellence Framework Self Assessment (SEF S-aS).

Within Strategic Direction 1 – Inspired Learning, we decided to target three processes for improvement. These were Reporting, Assessment and Wellbeing. Parents were surveyed to gather information about their attitude to the current school report formats. The school invested in a new administrative program Sentral, which provided the opportunity to re-develop the reporting format in line with parent and teacher feedback. Executive staff were released to develop the new reporting format within Sentral. Staff worked collaboratively in stage teams to decide on the content of each report, led by supervising executive teachers. Student reports were published in the new format at the conclusion of 2018. Feedback from staff was very positive. Simultaneously, staff were working in stage teams led by executive staff, to develop consistent assessment practices across stages, and to moderate results across grades and stages. Wellbeing programs were also being developed and integrated within the new administrative program. Students engaged in the Peer Support program and continued to support each other and new Kindergarten students in the Kindergarten Buddy program.

Within Strategic Direction 2 – Great Teaching, we targeted three processes for improvement. They were Effective Classroom Practice, Professional Standards and Learning and Development. All staff, including support and administrative staff, developed a Performance and Development Plan in 2018, linked to the school's strategic directions, and supported by professional development funding. These plans target areas of personal professional development, in support of our whole school direction. Millthorpe continued to be a centre for professional development in Language, Learning and Literacy (L3) in 2018. All K–2 teachers have now been trained in the delivery of L3. The L3 program has delivered excellent results and underpins our students' literacy learning. In addition, Millthorpe has invested in the Pre2 Learning Community, which provides varied and interesting staff professional development each term for highly effective collaborative opportunities.

Within Strategic Direction 3 – Effective Leading, we targeted three processes for improvement. They were Educational Leadership, School Planning, Implementation and Reporting, and Resources and Management Practices. Strategic Direction 3 is an area of constant change, development and improvement at Millthorpe. As our school has grown, new processes have been developed by the DoE. The Millthorpe Public School leadership team has continued to engage with new financial planning processes to better assist initiatives to increase impact on student learning. This work has ensured a strong, collaborative and well informed leadership team expertly manages school resources to provide a stimulating and enriching education for its students.

These decisions were based on feedback from staff and community and based on our SEFS-aS evaluation conducted at the conclusion of 2018 and into 2019.

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

Inspired Learning

Purpose

Our purpose is for students to develop the skills and knowledge required to learn and adapt to meet future needs. Focused and differentiated learning experiences are delivered to meet individual student needs. Positive relationships promote understanding of learning development to enhance student wellbeing.

Overall summary of progress

The new reporting to parents format was successfully reviewed following parent and staff consultation process.

We have restructured the Learning Support and Welfare Teams. We are now delivering an integrated holistic approach to wellbeing across the school, led by one executive member.

The executive team has been trained in use of PLAN2 and the literacy and numeracy learning progressions.

Best Start Kindergarten Assessment (BSKA) training has been delivered effectively.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent satisfaction in relation to school assessment and reporting practices, with particular reference to literacy and numeracy.	Purchase of Sentral administrative program \$6160. Release of executive teacher to set up new reporting formats across the school \$1000. Cost of Sentral trainer \$2000. Delivery of staff training for Sentral occurred during regular staff meetings, at no additional cost.	Parents were surveyed regarding their expectations for school reporting. Changes were implemented in new report formats, developed within the Sentral administrative system. New report formats were used for Semester 2 reports. Staff reported better access and time management were advantages of the new process. The evaluation cycle (PLAN, DO, MODERATE, CHANGE) has been completed for reporting to parents processes.
Consistent use of quality assessment practices across stages, leading to improved student progress and achievement, with particular emphasis on literacy and numeracy assessment.	All K–2 teachers were trained in and are delivering L3 to all classes. Cost \$1250 per participant. Total cost of program \$6250 from Teacher Professional Learning funds. All staff trained in 7 Steps to Writing Success , costing \$5000. Collaboration at stage meetings to develop consistent assessment practices in Literacy and Numeracy, with a concentrated effort on comprehension strategies for older readers . Infants staff were instructed in Targeting Early Numeracy , at no cost.	All students in K– 2 are taught using evidence-based strategies. Excellent literacy results were recorded for Year 3 students who have experienced this program for the previous 3 years of learning in the 2018 NAPLAN assessments. Year 3 Reading results were on average 64.30 points above the State average and 52.79 points above Statistically Similar School Groups average scores. This was the highest score in Year 3 reading Millthorpe PS has achieved in the past 6 years. Please note Millthorpe sat the NAPLAN assessments online in 2018 and this may have affected the veracity of our scores. Similar average scores were recorded in Year 3 Grammar and Punctuation, with student achievement 80.59 points above State average. Year 3 Spelling was 40.42 points above State average. Year 3 Writing achievement was 46.55 points above State average. NB: Year 3 students did not

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Consistent use of quality assessment practices across stages, leading to improved student progress and achievement, with particular emphasis on literacy and numeracy assessment.		complete the writing assessment online in 2018.
Improved levels and recognition of student engagement and wellbeing.	No cost.	TTFM surveys showed improved levels of student wellbeing and an increase in students identifying a positive sense of belonging in school learning.
Increase in expected student growth in literacy and numeracy, as a result of evidence-based teaching practice.	TPL funds were used to support teachers in L3 training.	K–2 value added scores indicated the school is excelling in the area of English. Year 3 NAPLAN results showed significant achievement.

Next Steps

Post survey of parent satisfaction after the next reporting period (Semester One 2019)

Establish a clear framework for students to understand the next steps in their learning goal.

Re-establishing a focus on explicit phonics instruction through THRASS professional development for staff.

Focus on explicit spelling and writing strategies for Stages 2 and 3, with a focus on teacher professional learning.

Strategic Direction 2

Great Teaching

Purpose

Our purpose is for teachers to approach student learning with the intent to improve outcomes and create growth. Evidence-based practices underpin high quality teaching within a supported and collaborative culture. There is an ongoing commitment to develop skilled and high quality teachers.

Overall summary of progress

All teachers have received high quality professional learning based on evidence-based practices, resulting in student growth in literacy and numeracy.

Performance and Development Plans have been formulated by all staff with NESA teaching standards, the school's strategic directions, the wellbeing framework and School Excellence Framework in mind.

Structures for release from face-to-face (RFF) have been established to promote collaboration and support consistent teacher planning.

Aspiring leaders have been identified and have participated in formal professional learning.

Through the Pre2 Learning Community, staff shared their expertise across schools.

Professional learning was prioritised over administration tasks during staff meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff will engage in stage-based collaborative planning practices and learning communities beyond the school.	Membership to the Pre2 Learning Community. Cost of \$5000 from TPL funds.	All staff have attended regular professional development sessions via the Pre 2 Network. A staff member has co-led a Pre2 network and has delivered professional development opportunities across the learning community.
Increase in expected student growth in literacy and numeracy, as a result of evidence-based teaching practice.	\$6250 from TPL funding for training in L3. Whole school attendance at 7 Steps to Writing Success at a cost of \$5000.	Year 3 NAPLAN data showed students have achieved above average outcomes in literacy and numeracy.

Next Steps

We will carefully analyse NAPLAN writing data to determine areas of development to promote growth.

Monitor shifts in teaching pedagogy in writing across Stages 2 and 3.

We would like to see improvement in student growth from Year 3 to Year 5 in NAPLAN, with particular emphasis on writing.

Strategic Direction 3

Effective Leading

Purpose

Our purpose is to create a self-sustaining and self-improving community. Strategic and effective leadership engages all stakeholders. Students and staff benefit from planned and proactive operational systems that serve our over-arching strategic vision.

Overall summary of progress

All staff are using new administration and financial systems.

The executive team continue to collaborate for strategic decision making and school planning.

Staff have engaged in collegial visits and inter-school demonstration visits.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff will be confident in using new administrative systems, in finance and budgeting management and in student administration and management.	\$4000 from TPL	All staff are confident in using relevant components of the new administration system. The executive team have developed confidence in using eFPT tool and SAP reports. Staff have capacity to manage budgets and track expenditure.
Increase the number of staff who participate in strategic decision making processes.	No cost	The executive team are growing the capacity of staff to contribute to in strategic decision making processes.
Increase in the frequency of collegial visits within and beyond our school.	QTSS funds	We have strengthened partnerships with our feeder high school using collegial visits occurring across both sites. We have hosted visits from local schools to view best teaching practices throughout the year. Staff visited other classrooms to observe best practice in targeted areas. Executive staff completed observations and feedback to refine teaching practice.

Next Steps

Continue to work in collegial groups to support teacher collaboration and efficacy.

Continue to timetable collegial meeting times where all staff are released simultaneously.

Provide online platform for sharing resources across teams.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9277 was used to deliver additional School Learning Support Officer (SLSO) time to support students with personalised learning plans (PLPs). Staff were released to prepare PLPs and attend progress meetings.	All Aboriginal students have PLPs prepared in consultation with families, teachers and SLSOs.
English language proficiency	Additional funding was procured. Funds were used to support the student in the classroom. The classroom teacher completed online training in English as an Additional Language/Dialect (EAL/D).	The student was supported to improve English language acquisition.
Low level adjustment for disability	Low level adjustment for disability was \$84,346. Comprising of \$21,878 of flexible funding and \$62,468 for LaST wages.	Funding was fully expended in additional SLSO hours for identified students in need of learning support in classrooms. LaST wages were totally expended. All students who achieved in lower NAPLAN bands received additional support.
Quality Teaching, Successful Students (QTSS)	Total funding for 2018 was \$50,703.	This funding was fully expended in the employment of casual/temporary teachers to provide additional classroom release for teaching Assistant Principals. Consultation and collaboration was increased across stage groups.
Socio-economic background	Low socio-economic funding for 2018 was \$17,550.	Students were supported to attend overnight excursions, given lunches when necessary and provided with uniforms. Additional funding was expended to provide textbooks and stationery packs to students.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	130	133	148	152
Girls	128	133	139	133

Enrolments have continued to grow.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.8	95.4	97.1	95.3
1	94.3	95.4	96.9	95.6
2	93.9	94.6	96	96.5
3	94.5	94.2	96.6	95.9
4	94.9	94.2	94.5	95.2
5	94	95	95.7	94.5
6	95.1	94	95.2	93.5
All Years	94.8	94.8	96.1	95.3
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

Attendance is continually monitored and updates of attendance concerns are notified to the leadership team.

Staff are informed about processes to be followed for attendance monitoring.

Class sizes

Class	Total
KS	19
KM	19
1/2OR	21
1R	21
2R	24
2G	24
3/4C	27
3/4T	28
3/4D	26
4/5C	27
5/6T	26
5/6H	27

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.49
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.57

*Full Time Equivalent

No staff identify as Aboriginal or Torres Strait Islander.

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

All staff are accredited as proficient teachers.

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	190,585
Revenue	2,731,455
Appropriation	2,530,046
Sale of Goods and Services	44,536
Grants and Contributions	152,521
Gain and Loss	0
Other Revenue	0
Investment Income	4,352
Expenses	-2,702,210
Recurrent Expenses	-2,702,210
Employee Related	-2,352,793
Operating Expenses	-349,417
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	29,245
Balance Carried Forward	219,830

School funds were used to improve student outcomes and deliver staff development in targeted areas.

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	2,106,597
Base Per Capita	55,497
Base Location	9,096
Other Base	2,042,004
Equity Total	111,173
Equity Aboriginal	9,277
Equity Socio economic	17,550
Equity Language	0
Equity Disability	84,346
Targeted Total	182,235
Other Total	94,630
Grand Total	2,494,635

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.

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.

NAPLAN assessments were completed online in 2018.

NAPLAN results continue to be strong in literacy.

NAPLAN results continue to be strong in 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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The school continued to monitor the Premier's Priorities.

Parent/caregiver, student, teacher satisfaction

We maintain a strong emphasis on meeting parent, caregiver, student, community and staff needs. Confidence in public education is considered high at Millthorpe Public School. The community regularly reports its satisfaction with how we strive to develop the whole child.

Policy requirements

Aboriginal education

Parents/caregivers, students and teachers collaboratively plan and implement 8-ways PLPs. Furthermore, enrichment activities that promote cultural awareness are offered to all students at Millthorpe Public School. We are active participants in NAIDOC week celebrations.

Multicultural and anti-racism education

Multiculturalism is a cross-curriculum priority and is embedded in quality teaching practices.