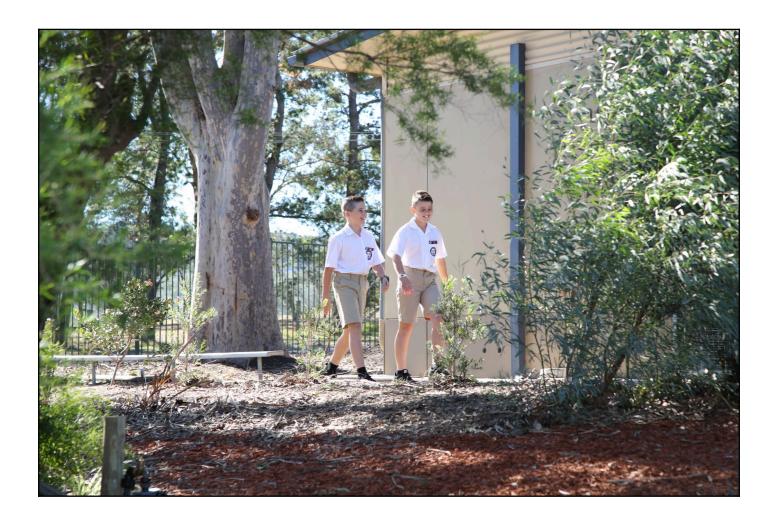# Millfield Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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

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

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 four multi aged classes, with school enrolments following an increasing trend moving from 55 to 80 students over the last 5 years. In 2019, student numbers reached a cohort size of 80 students, with boys making up 60% and girls 40% 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 encouraging results in both Literacy and Numeracy within Year 3 and Year 5 assessments since the commencement of various school based and state based targeted initiatives.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

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.

Improvement Measures

Progressively increase the percentage of students achieving expected growth in Literacy and Numeracy results within NAPLAN.

Teacher supervision ensures that 100% of staff collaboratively analyse system and school based data to plan and implement targeted programs for Literacy and Numeracy.

Parent involvement in student learning goal processes indicate an increasing number of actively engaged community members.

Progressively increase the percentage of students achieving results in the top two NAPLAN bands in line with the premiers priorities.

Progress towards achieving improvement measures

Process 1: Evidence based best practice will inform implemented initiatives and be drawn upon for high quality student learning programs and professional learning opportunities.

Evaluation	Funds Expended (Resources)
• 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. • TPL series session on Positive Partnerships was completed successfully as part of TPL agenda. This learning initiative is embedded within teaching in learning programs and unpinned the new LST meeting agendas, process and access request submission submitted. • 100% of required PLAN2 data was submitted and student growth trends are positive. • Transition folders were prepared and class formations dependent on student numbers have been drafted.	• Professional Learning Budget, EAfS Instructional Leader, L3 Program and Instructors. • Professional Learning Budget, Positive Partnerships targeted professional learning course, mentor meetings and TPL calendar. • PLAN2, EAfS Instructional Leader, Teacher Laptops. • Monitoring of teaching and learning programs evidence checklist, additional staffing for release. Class Dojo, transition folders and additional teacher release time.

Process 2: Develop and implement collaborative practices that maximise efficiencies and encourage mentoring and support systems for all learners.

Evaluation	Funds Expended (Resources)
• 100% of staff are using online collaboration systems for the creation and evaluation of PBL lessons. 100% of staff have utilised office 365–shared cloud 'Ferdinand's Cloud' as their primary or secondary source of teaching and learning program storage. • New scope and sequences reviewed and refined, reflecting new syllabus requirements and class structures. Odd and Even years prepared for future, ensuring all mandated content covered. • School wide mindfulness program is now integrated as part of daily activities. Surveys showed students had a better sense of self after the program was running. Teachers have completed six targeted mindfulness professional learning opportunities over the course of the year and have	• Office 365, SharePoint Collaborative Workspace, TPL, Sentral Subscription and staff laptops. • Professional Learning, Teacher Release, Survey Monkey Subscription, Office 365, SharePoint Collaborative Workspace and staff laptops. • Professional Learning, Teacher Release, Survey Monkey Subscription, Smiling Minds Subscription, Interactive Smartboards and staff laptops.

Progress towards achieving improvement measures	
regularly provided positive feedback on the mindfulness addition into their classrooms.	

Process 3: Enrich existing evaluative practice frameworks ensuring collated data is used for informing teaching and learning programs, intervention supports and future school directions.

Evaluation	Funds Expended (Resources)
• Intervention model for infants evolved throughout the year. The most effective method measured was data driven intervention support with focus areas and focus students flexibly changing. Significant majority of students K–3 hit expected outcome targets. • Intervention model for primary evolved throughout the year. The most effective method measured was team teaching and breakout intervention group model. Significant majority of students in 4–6 hit their expected growth targets.	• Staff laptops for data input, Instructional Leader Staffing Component, SLSO Interventionist Staffing Component. • Staff laptops for data input, Teaching Principal Staffing Component, LAST and SLSO Interventionist Staffing Component.

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.

Improvement Measures

Equal or better the state averages across social, institutional and intellectual student engagement as measured by the bi–annual TTFM survey.

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.

Staff are supported to develop their foundation of needs and report increasing levels of self–actualisation. as measured by localised survey metrics.

Community report having a comfortable and engaged presence in both our school context and in their role within the learning process.

Progress towards achieving improvement measures

Process 1: Rigorous wellbeing program that focuses on catering for physiological, safety, belonging, esteem needs with the goal of achieving self–actualisation for all learners.

Evaluation	Funds Expended (Resources)
• Whole School PBL program is in need of review. Initial stages have been started in Term Four with further consultation and refinement necessary. This has been undertaken in light of recent research reflecting old methodology is no longer best practice. This will form a major focus early in 2020. • 100% of classes incorporated smiling minds within the daily teaching and learning programs. Surveys from students and teachers have demonstrated a benefit to self esteem and focus.	• SharePoint Collaborative Workspace, Sentral subscription and staff laptops. • Survey Monkey Subscription, Smiling Minds Subscription, Interactive Smartboards and staff laptops. • Professional Learning Course Fees, and Teacher Release.

Process 2: Authentic and regular monitoring of wellbeing. Tiered intervention and support mechanisms for students, staff and community as needed.

Evaluation	Funds Expended (Resources)
• 90% of weekly meetings were held and recorded in collaborative share spaces. School counsellor referred and provided analysis of 4 students over the course of 2019. Additional SLSO's were employed to help cater and provide immediate intervention support. Several access requests were processed and 100% resulted in specialised class placement and/or integration funding support offers. • Funds for student support provided assistance with uniforms, excursions and food.100% of our budget was allocated over the course of the year. • 8 reward days were held. 4 in school and 4 major reward days were held.	• Additional School Learning Support Officers employed, School counsellor 0.1 staffing component, Learning and Wellbeing Officers from MDO. • Student support annual budget. • Student support annual budget and P&C contributions.

Process 3: Targeted professional and community learning focused on developing deep understanding of deficiency, secondary and higher level needs.

Evaluation	Funds Expended (Resources)
• Survey data shows these TPL offerings were rated by participating staff as the most effective and rewarding session from across the year. Staff related	• TPL organisational costs and resources, Survey Monkey

Progress towards achieving improvement measures	
absences declined when comparing to previous 2017–2018 averages.	Subscription • Professional Learning Costs, Course Costs, Resource Costs and Teacher Release Staffing Costs

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher Release for AET and AET Leadership Days, NAIDOC/Reconciliation Celebrations, Targeted Professional Learning, Additional Staffing Component to facilitate PLP initiative. **Funding Sources:** • Aboriginal background loading ($9 690.00)	Continuation our successful AET program, Providing leadership opportunities for those students involved. NAIDOC/Reconciliation Celebration was a success with 100% of students involved and large number of community members present and involved. Mentoring and community connections were strengthened with MVHS students assisting with activities and AECG members in attendance. A number of staff attended Connecting to Country course with the commitment more of the staff will follow in future years. Additional staffing allowed for CT release for consultation and meeting in regards to PLP process.
Low level adjustment for disability	Partial employment of additional School Learning and Support Officers (SLSOs), Increase staffing component for LAST role. **Funding Sources:** • Low level adjustment for disability ($42 270.00)	Additional staffing components and roles (SLSOs and LAST) allowed for more effective and differentiated learning programs and support systems. See Strategic Direction 1.
Quality Teaching, Successful Students (QTSS)	Increased release for Principal and executive to facilitate coaching and mentoring program. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($12 806.00)	Additional release allowed for instructional leadership meetings and classroom observations.
Socio–economic background	Increase staffing/classroom teaching component and additional partial employment of School Learning and Support Officers (SLSOs). **Funding Sources:** • Socio–economic background ($66 520.00)	Additional teaching roles and support staff allowed for more effective and differentiated learning programs and support systems. See Strategic Direction 1.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	33	28	35	44
Girls	34	31	35	36

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	96	92.1	92.2
1	90.9	93.8	93.5	91.2
2	89.5	96.3	93.7	90
3	92	97.3	91.3	91.1
4	96	90.9	96.3	91.6
5	92.1	96	94.6	93.2
6	92.9	92.7	92.2	89.4
All Years	92.5	94.3	93.2	91.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.56
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	56,982
Revenue	1,149,192
Appropriation	1,107,461
Sale of Goods and Services	291
Grants and contributions	40,552
Investment income	888
Expenses	-1,140,341
Employee related	-982,244
Operating expenses	-158,096
Surplus / deficit for the year	8,852

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	72,692
Equity Total	118,480
Equity - Aboriginal	9,690
Equity - Socio-economic	66,520
Equity - Language	0
Equity - Disability	42,270
Base Total	772,159
Base - Per Capita	16,425
Base - Location	2,518
Base - Other	753,216
Other Total	101,131
Grand Total	1,064,463

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

The school continues to enjoy open communication with parents and our community. 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 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, as well as through randomised phone and digital surveys this year parent, teachers and students were invited to provide feedback and suggestions on our school directions. In particular this was focused on our quality learning classroom redevelopment initiative. The majority of feedback was positive around the physical spaces and recent improvements made in these learning environments. Stakeholders expressed they felt there was a good balance between digital and analogue resources as their children were thriving in these spaces.

Student survey data showed consistent growth for engagement across the older years in school and this was attributed to the project based learning style curriculum providing 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 to our school and our learning environments.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.