

Millthorpe Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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

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

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.

Improvement Measures

Increased parent satisfaction in relation to school assessment and reporting practices, with particular reference to literacy and numeracy.

Consistent use of quality assessment practices across stages, leading to improved student progress and achievement, with particular emphasis on literacy and numeracy assessment.

Improved levels and recognition of student engagement and wellbeing.

Increase in expected student growth in literacy and numeracy, as a result of evidence-based teaching practice.

Progress towards achieving improvement measures

Process 1: REPORTING

Evaluate, consult on, and refine current reporting practices.

Evaluation	Funds Expended (Resources)
Developed a whole school approach to reporting to parents through consultation with all stakeholders to strengthen policy implementation. As a result, specific learning goals were integrated into the reporting process to enable parents, carers and students to have a clearer understanding of individualised progress. Our future direction will be to refine our parent, student, teacher interview processes.	Staff Meeting

Process 2: ASSESSMENT

Develop consistency in and moderation of assessments that reflect curriculum requirements and progressions in learning.

Evaluation	Funds Expended (Resources)
Restructured release timetable to enable stages to collaboratively develop and moderate assessment tasks to refine consistency of teacher judgement. Through high quality professional learning, teachers analysed data and moderated work samples to inform future teaching and learning delivery. Our next direction is to develop our knowledge of the Learning Progressions to enhance point of need teaching and cutting-edge learning.	Stage Meetings Professional Learning funds

Process 3: WELLBEING

Implement a whole school integrated approach to wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
As a whole school, wellbeing processes and practices were examined	

Progress towards achieving improvement measures

collaboratively with other schools to determine a contextual approach to wellbeing at Millthorpe Public School. Monitored and analysed wellbeing data to inform consistency across the whole school by all staff.

Our future approach will include developing a team to implement staff and student wellbeing initiatives that are planned and targeted.

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.

Improvement Measures

Staff will engage in stage-based collaborative planning practices and learning communities beyond the school.

Increase in expected student growth in literacy and numeracy, as a result of evidence-based teaching practice.

Progress towards achieving improvement measures

Process 1: EFFECTIVE CLASSROOM PRACTICE

Draw on solid research to develop and implement high quality professional learning.

Evaluation	Funds Expended (Resources)
Staff completed professional learning aligned to the Quality Teaching Framework to promote cross-stage observation processes and improved practice. Our future direction is to refine a whole school approach to explicit effective classroom practice driven by the Quality Teaching Rounds.	Professional Learning funds

Process 2: PROFESSIONAL STANDARDS

Strengthen the use of professional standards and PDPs to support the accreditation process.

Evaluation	Funds Expended (Resources)
All staff completed targeted PDPs aligned to professional teaching standards to enable self-reflection for improvement. This provided staff with a deeper understanding and improved application of standards to drive quality teaching. Our future direction is to build an authentic culture and system for reflective best practice for all staff.	Stage meetings

Process 3: LEARNING AND DEVELOPMENT

Further develop collaborative processes to support teaching practice. Provide and promote opportunities for aspiring leaders. Promote the sharing of expertise within and across schools.

Evaluation	Funds Expended (Resources)
As a school we identified and developed aspiring leaders through opportunities to relieve in higher duties, both within and across schools. Staff led collaborative practices across schools with a literacy focus in the early years. Millthorpe Public School actively participated in the SPARKE network, including coordinating a network group. Our future focus is to promote continuous improvement in leadership development across the school.	Professional Learning funds SPARKE network

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.

Improvement Measures

Staff will be confident in using new administrative systems, in finance and budgeting management and in student administration and management.

Increase the number of staff who participate in strategic decision making processes.

Increase in the frequency of collegial visits within and beyond our school.

Progress towards achieving improvement measures

Process 1: EDUCATIONAL LEADERSHIP

Develop structures to support instructional leadership to improve curriculum implementation and student outcomes.

Evaluation	Funds Expended (Resources)
As a school we released high performing classroom teachers to work at the shoulder of their peers to model and enhance teaching strategies in early numeracy and writing instruction.	QTSS funds
Our future focus is for leading teachers to develop evidence-based teaching and ongoing improvement, driven by data analysis and moderation.	

Process 2: SCHOOL PLANNING, IMPLEMENTATION AND REPORTING

Review and refine current evaluative processes through the use of improvement measures, timelines and milestones.

Evaluation	Funds Expended (Resources)
As a school, we investigated evaluative thinking practices for school improvement and planning. This strengthened the leadership team's ability to evaluate progress and impact.	
Our future direction will be to build staff capacity across the school with evaluative thinking.	

Process 3: RESOURCES AND MANAGEMENT PRACTICES

Evaluate and streamline administrative systems. Implement changes based on cost-effectiveness, evidence and local context needs.

Evaluation	Funds Expended (Resources)
The school continued to integrate new administrative systems into existing processes to support teaching, learning and leadership. This enabled an increased focus on resources to support student achievement.	
Our future direction will include continual refinement of administrative management processes.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9520	This was used to employ additional staffing to support literacy and numeracy strategies across the school. It enhanced PLP processes and communication with families to better understand cultural identity.
English language proficiency	\$2537	This was used to release staff and equip them with a deeper understanding of the EAL/D progressions of learning. Additional staffing was used to support literacy learning for identified students in target areas.
Low level adjustment for disability	\$89025	This funding was used to employ staffing including a learning and support teacher and SLSOs to implement intervention strategies in literacy and numeracy across the school. This impacted the growth in student achievement in targeted areas and tailored support to meet individual learning goals.
Quality Teaching, Successful Students (QTSS)	\$54036	This was used to employ additional staffing that enabled the leadership team to have relentless focus on quality teaching and learning linked to our strategic directions. Using this model enabled quality teaching practices and improved outcomes for all students.
Socio-economic background	\$18533	This enabled a tailored approach to supporting equity and opportunity for students to fully access curriculum and co-curricular activities. As a result, student participation and engagement increased in the learning experiences provided by the school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	133	148	152	160
Girls	133	139	133	139

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	97.1	95.3	94.5
1	95.4	96.9	95.6	92
2	94.6	96	96.5	95.1
3	94.2	96.6	95.9	94.9
4	94.2	94.5	95.2	94.4
5	95	95.7	94.5	94.2
6	94	95.2	93.5	91.4
All Years	94.8	96.1	95.3	93.9
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
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

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	219,830
Revenue	2,876,615
Appropriation	2,707,832
Sale of Goods and Services	23,017
Grants and contributions	143,189
Investment income	2,578
Expenses	-2,879,158
Employee related	-2,538,338
Operating expenses	-340,820
Surplus / deficit for the year	-2,543

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	217,250
Equity Total	119,616
Equity - Aboriginal	9,520
Equity - Socio-economic	18,533
Equity - Language	2,537
Equity - Disability	89,025
Base Total	2,138,702
Base - Per Capita	66,872
Base - Location	9,213
Base - Other	2,062,617
Other Total	164,821
Grand Total	2,640,389

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers. In 2019 we sought feedback from parents, students (Year 4–6) and teachers about our school using the Tell Them From Me survey and through other school based surveys.

Feedback from students indicated the following areas of strength:

- Student engagement factors such as quality instruction, positive learning climate and high expectations were identified as areas of above average compared to the state norms
- Using the TTFM survey students reported a significantly low rate of bullying and high level of positive behaviour at school

Parent involvement has had a positive shift in the following areas:

- Working with teachers to solve problems that hinder their child's progress
- Parent understanding of class expectations
- Regular contact with parents, especially for students with disabilities

Feedback from teachers has shown:

- A positive trend in collaborative practices with greater emphasis on learning culture
- Technology continues to be an area for improvement

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.