

# 2020 Annual Report

## Millfield Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Millfield Public School

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## School vision

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 four multi aged classes, with school enrolments following an increasing trend moving from 55 to 88 students over the last 5 years. In 2020, student numbers reached a cohort size of 88 students, with boys making up 60% and girls 40% of the student population with 10% 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>

## 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)
<ul style="list-style-type: none"><li>• 100% of required PLAN2 data was submitted and data analysis provided insight for future growth and validated directions taken.</li><li>• TPL session series on reading fluency was completed successfully involving 100% of our staff. This learning initiative resulted in new/refined approach to reading pedagogy within classrooms. Teaching and learning programs have been adjusted and a series of LST meeting agendas have been driven from the identified data concerns. Several access request submissions submitted.</li><li>• Learning Sprints were completed in Term 3 and Term 4 with the interruption related to COVID at home learning, posing the obstacle in Term 1 and 2.</li><li>• Instructional Leader and a number of identified staff members completed the scientific approach to reading series of TPL. Members of the same staff cohort begun a hybrid class reading approach with the integration of phonics and phonemic awareness and a deep analysis of data gathering tools offered by the DEC.</li></ul>	<ul style="list-style-type: none"><li>• Professional Learning Budget, EAfS Instructional Leader, L3 Program and Instructors.</li><li>• Professional Learning Budget, Course fees for targeted professional learning course, mentor meetings and TPL calendar.</li><li>• PLAN2, EAfS Instructional Leader, Teacher Laptops.</li><li>• Monitoring of teaching and learning programs evidence checklist, additional staffing for release. Class Dojo, transition folders and additional teacher release time.</li></ul>

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Teaching programs and review documentation is all present and uploaded within office 365 SharePoint folders. A number of staff members have adapted to cloud based OneNote programming and Google classroom.</li><li>• 100% of PBL lessons have utilised the online collaboration options. Elements of other KLA programs are now collaboratively planned, including intervention supports and spelling mastery resources. Programming review and support is much more streamlined because of the cloud-based access to the documents.</li><li>• Due to COVID and in inability to mix cohorts, adjustments to our spelling</li></ul>	<ul style="list-style-type: none"><li>• Office 365, SharePoint Collaborative Workspace, TPL, Sentral subscription and staff laptops.</li><li>• Professional Learning, Teacher Release, Survey Monkey Subscription, Office 365, SharePoint Collaborative Workspace and staff laptops.</li><li>• Professional Learning, Teacher Release, Survey Monkey Subscription,</li></ul>

## Progress towards achieving improvement measures

program were required midyear. This impacted the delivery of this initiative and meant that it was paused.

- School wide mindfulness program is now integrated as part of daily activities. Surveys showed students had a better sense of sense after the program was running.
- 100% of teachers have completed six targeted mindfulness professional learning opportunities over the course of the year. We successfully enrolled and completed the Smiling Minds TPL for regional and rural school and are now a practising Smiling Minds Champion School.

Smiling Minds Subscription, Smiling Minds TPL, Interactive Smartboards and staff laptops

**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)
<ul style="list-style-type: none"> <li>• Instructional leader role expanded to three days (0.6), this ensured these models and frameworks of intervention and data driven supports were K-6. Interventional time table established and impacts tracked within PLAN 2 cohort groupings.</li> <li>• RFF staff member role expanded to include a portion of their load to deliver these intervention, individual and small group programs.</li> <li>• Series of TPL sessions and regular and persistent booking for data review established in TPL calendar. 100% of teachers involved and data literacy skills increased. Timetable updated and adjusted for pre and post COVID considerations.</li> <li>• 100% of Kindergarten students completed a speech screening assessment. 100% of parents were presented with a report that provided follow up advice during Term 1 parent teacher student three way conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• EAfS Funding, Socio Economic Funding to expand role to K-6, Instructional Leader.</li> <li>• Socio Economic and other staff-based RAM funding for financial cover of Interventionist temporary contracts, Staff Laptops, Cloud Based Collaboration Software, Professional Learning, Teacher Release, Survey Monkey Subscription, Office 365, SharePoint Collaborative Workspace and staff laptops.</li> <li>• PLAN 2, Professional Learning Time, Office 365</li> <li>• CCGPS Speech Initiative Funding</li> </ul>

## 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)
<ul style="list-style-type: none"> <li>Audit resulted in a series of TPL lessons delivered from regional PBL coach. Refinements of expectations and frameworks. Refinement of flowcharts and suggested dialogues produced. Mascot creation and signage and branding unified and delivered with help of external consultants. Re-establishment of mindfulness morning circle as part of the morning routines.</li> <li>Three PBL reward day sessions were delivered for students.</li> </ul>	<ul style="list-style-type: none"> <li>SharePoint Collaborative Workspace, Sentral subscription and staff laptops, PBL regional coach, TPL sessions, student focus groups, surveys.</li> <li>Student support annual budget and P&amp;C contributions.</li> </ul>

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

Evaluation	Funds Expended (Resources)
<p>* 90% of weekly meetings were held and recorded in collaborative share spaces for all staff to be informed and aware. School counsellor referred to and involved with providing documentation and support fo 6 students over the course of 2020. Additional SLSO's were employed to help cater and provide immediate intervention support.</p> <p>*Funds for student support provided assistance with uniforms, excursions and food. 100% of this budget was allocated over the course of the year.</p>	<p>*Additional School Learning Support Officers employed, School counsellor 0.1 staffing component, Learning and Wellbeing Officers from MDO.</p> <p>*Student support annual budget.</p> <p>*Student support annual budget and P&amp;C contributions.</p>

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Three sessions of Millfield Magic sessions delivered (COVID impacted the other planned session). Teachers feedback from these sessions overwhelmingly positive. Staff attendance rate saw a year on year</li> </ul>	<ul style="list-style-type: none"> <li>Survey Monkey Subscription, Smiling Minds Subscription, Interactive Smartboards and Staff Laptops.</li> </ul>

## Progress towards achieving improvement measures

improvement. Despite COVID challenges staff reported level of school support and sense of wellbeing as strong.

Professional Learning Fees, and Teacher Release.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$8 061.00)</li> </ul>	<p>Continuation of our successful AET program, this provided leadership opportunities for those students involved. NAIDOC/Reconciliation celebration was impacted due to COVID but by running an internal celebration many resources were accessed online and provided a rich learning experience for all involved.</p> <p>A number of staff were unable to attend the intended Connecting to Country Course due to COVID constellations and impacts, however these teachers are scheduled to attend this next year.</p> <p>Additional staffing allowed for classroom teacher release for consultation and meetings in regards to our PLP process.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$43 265.00)</li> </ul>	<p>Additional staffing components and roles (SLSOs and LAST) allowed for more effective and differentiated learning programs and support systems.</p> <p>See Strategic Direction 1</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$14 548.00)</li> </ul>	<p>Additional release allowed for instructional leadership meetings and regular, timetabled classroom observation and programming review.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$65 234.00)</li> </ul>	<p>Additional teaching roles and support staff 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			
	2017	2018	2019	2020
Boys	28	35	44	44
Girls	31	35	36	42

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	92.1	92.2	96
1	93.8	93.5	91.2	93.9
2	96.3	93.7	90	93
3	97.3	91.3	91.1	91.5
4	90.9	96.3	91.6	91.9
5	96	94.6	93.2	90.2
6	92.7	92.2	89.4	95.3
All Years	94.3	93.2	91.2	93
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	3.57
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	65,834
<b>Revenue</b>	1,162,851
Appropriation	1,135,755
Grants and contributions	27,033
Investment income	63
<b>Expenses</b>	-1,169,111
Employee related	-1,039,421
Operating expenses	-129,689
<b>Surplus / deficit for the year</b>	-6,260
<b>Closing Balance</b>	59,574

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	98,857
<b>Equity Total</b>	130,074
Equity - Aboriginal	8,061
Equity - Socio-economic	76,172
Equity - Language	2,576
Equity - Disability	43,265
<b>Base Total</b>	806,916
Base - Per Capita	19,240
Base - Location	2,889
Base - Other	784,786
<b>Other Total</b>	105,569
<b>Grand Total</b>	1,141,416

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

The school continues to enjoy open communication with parents and our community. This year due to COVID there were frequent touch points with parents, with regular conversations taking place over the phone, through zoom and other online channels. Regular P&C meetings are attended and a culture of accessibility is prevalent with two sided conversations taking place at both formal and informal opportunities when the needs arise. Unfortunately with the transition to online meetings, our attendance at these forums dipped in the middle of 2020. The majority of feedback the school has received and gathered is positive with parents expressing appreciation for the school environment, our outreach events, the quality education and in particular the support we provided at Millfield Public School throughout the learning from home period due to COVID.

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. The majority of feedback was positive around the physical spaces and recent improvements made in these learning environments. Parents also made note of the wellbeing focus and the transition to mindfulness having not only an impact at school but also transferring across into the home settings. Stakeholders also expressed they felt there was a good balance between digital and analogue resources offered at school.

Students were enthusiastic about their school and commented on how many changes have taken place throughout 2020 for the positive. Students relished the opportunities for input during the PBL review and development of a brand book, mascot and signage.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.