

2021 Annual Report

Millfield Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Millfield Public School

Wollombi Rd

Millfield, 2325

www.millfield-p.schools.nsw.edu.au

millfield-p.school@det.nsw.edu.au

4998 1331

School vision

Millfield Public School's vision is to inspire the happy and resilient 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 93 students over the last 5 years. In 2021, student numbers reached a cohort size of 93 students, with boys making up 52% and girls 48% 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.

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 scheduling formal meetings regularly throughout the year.

Holistic 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.

A recently completed situational analysis and round of community consultation has demonstrated a need to focus on opportunities presented from summative and formative data collection, with more defined whole school expectations within this space evidently required. We have furthermore identified a need to embed school-wide practices that focus on differentiated learning. A strong emphasis will also be placed on exemplary attendance practices and school-wide wellbeing 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will develop and sustain whole school procedures for collecting data to understand the learning needs of individual students and inform differentiated teaching for all students. These strategies and interventions will be underpinned by evidence informed practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Effective Instruction

Resources allocated to this strategic direction

Professional learning: \$5,000.00
Socio-economic background: \$54,660.97
School support allocation (principal support): \$5,000.00
Early Action for Success (EAFS): \$68,605.00
QTSS release: \$16,369.00
Literacy and numeracy: \$6,721.00
Low level adjustment for disability: \$44,085.00
English language proficiency: \$2,400.00
Location: \$3,201.00
Integration funding support: \$78,573.00
Aboriginal background: \$9,439.76

Summary of progress

The activities the school undertook in relation to this strategic direction were designed to give students, teachers and support staff timely and useful information to adjust learning experiences presented to be tailored at each students' instructional level. The school's use of targeted professional learning and several cycles of learning sprints as well as the Instructional Leader resource enabled many gains from a teacher professional understanding perspective. As demonstrated the impact of this, on teaching and learning programs were distinct and the resulting internal and external student data showed a strong correlation and an increasing positive growth trend across our identified areas. The focus on data use and differentiated learning will continue to underpin our school's efforts within this strategic direction. We have furthermore identified a need to improve our parental engagement within our student learning cycles and as such this will form an area of focus moving forward.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum of 35.8% of Year 3 and 5 students achieving results within the top two bands in reading within NAPLAN Reading (Lower bound system-negotiated target).	In 2021 our cohort recorded a measure of 38.46% for students achieving a result within the top two bands of NAPLAN for Reading. This was above our annual progress measure.
A minimum of 15.5% of Year 3 and 5 students achieving results within the top two bands in reading within NAPLAN Numeracy (lower bound system-negotiated target).	In 2021 our cohort recorded a measure of 12.00% for students achieving a result within the top two bands of NAPLAN for Numeracy. This is in line with our annual trajectory from the system negotiated targets.
Value Add measure will trend above the Delivering metric from 2019, across the key K-3, 3-5 and 5-7 domains.	In 2021 value add trend data for K-3 was not available due to changes in Best Start Kindergarten Assessment in 2018. Value add trend for 3-5 is listed as Delivering and 5-7 is listed as delivering. A summary of all the data

Value Add measure will trend above the Delivering metric from 2019, across the key K-3, 3-5 and 5-7 domains.

shows the Value-Add trend for the cohort is positive.

Strategic Direction 2: Wellbeing and Engagement

Purpose

We believe the foundation to adapt to the learning opportunities presented at school is an understanding of self and a strong foundation of wellbeing. Without learners developing the groundwork within these areas and an environment that promotes empathy, trust and care no effective risk-taking growth will transpire.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A planned approach to wellbeing
- Caring for students
- Engagement

Resources allocated to this strategic direction

Professional learning: \$4,260.44

Socio-economic background: \$17,051.50

School support allocation (principal support): \$8,604.80

Literacy and numeracy: \$1,500.00

Summary of progress

The activities the school undertook in relation to this strategic direction were designed to holistically address student, staff and community wellbeing. The cornerstone of this initiative was the implementation, training, and roll out our schools updated positive behaviour for learning model. All of the intended initiatives were implemented in the 2022 time frame. Internal qualitative data and Tell Them from Me data shows the school is achieving our targets across all areas apart from Student Attendance. Although we have made progress in improving our attendance data this will remain an area of focus moving forward and will underpin future strategies in this space.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending >90% of the time to be at or above the baseline target of 80.6%.	In 2021 overall student attendance was recorded at 90.2%. Students attending >90% of the time was recorded at 66%. This was below our identified annual progress measure but was greater than our Network and SSSG scores and equaled the State Average for the same time period.
Increase TTFM Wellbeing Aggregate Data (advocacy at school, sense of belonging and expectations of success) to >85%.	In 2021 our TTFM Wellbeing data was recorded at 97% Advocacy at School, Expectation of Success 91% and Sense of Wellbeing 76%. This demonstrated an aggregate data recording of 88%. This was above our identified target measure.
All teachers are consistently recording in our school based behaviour tracking system agreed upon positive incidents.	100% of teachers were accessing agreed upon software system for logging incidents.
All teachers are consistently recording in our school based behaviour tracking system agreed upon negative incidents.	100% of teachers were accessing agreed upon software system for logging incidents. There has been a 50% reduction of negative incidents year on year.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$78,573.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Millfield Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning courses • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: A suit of teachers and support staff have been engagement and employed to assist in the delivery of targeted learning and support programs. Decrease in behavioural notifications and suspension rates across the whole school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue evaluating needs of student cohort and adequately match staffing model to support established programs.</p>
<p>Socio-economic background</p> <p>\$71,712.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Millfield Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Effective Instruction • A planned approach to wellbeing • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement intervention program to support identified students with additional needs <p>The allocation of this funding has resulted in: Additional teaching roles and support staff allowed for more effective and differentiated learning programs and support systems.</p> <p>After evaluation, the next steps to support our students with this funding will be: Depending on cohort needs this use of funds may continue.</p>
<p>Aboriginal background</p> <p>\$9,439.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Millfield Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Instruction

<p>Aboriginal background</p> <p>\$9,439.76</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • staffing release to support school AET program • funding for targeted professional learning program 'Connecting to Country' <p>The allocation of this funding has resulted in: 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. A number of staff were unable to attend the intended Connecting to Country Course due to COVID cancellations and impacts, however these teachers are scheduled to attend this next year. Additional staffing allowed for classroom teacher release for consultation and meetings in regards to our PLP process.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of school AET commitment. Continuation of our PLP process and tracking of impact. Continuation of our school commitment for all staff trained in Connecting to Country.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Millfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff • additional staff for student coding and meeting with class teachers <p>The allocation of this funding has resulted in: Accurate survey data completed and submitted. Staff TPL delivered about English Language proficiency scales.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of assessment schedule and targeted professional learning as the needs arise.</p>
<p>Low level adjustment for disability</p> <p>\$44,085.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Millfield Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention literacy and numeracy to increase learning outcomes <p>The allocation of this funding has resulted in:</p>

<p>Low level adjustment for disability</p> <p>\$44,085.00</p>	<p>PLAN 2 data has reflected the additional staffing and intervention model has increase learning outcomes for students in identified areas. Employment of additional time for support staff has resulted in more regular and evidence based resource creation to support teaching and learning cycle in school. Students have received efficient coordination of learning and support intervention programs due to the additional allocation of time for the management of specialist appointments.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue evaluation of data to inform intervention models. Reflection on evidence based adoption of resources and support. Maintain momentum and efficient systems for scheduling of specialist intervention appointments.</p>
<p>Location</p> <p>\$3,201.00</p>	<p>The location funding allocation is provided to Millfield Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Instruction <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing purchased for supporting students during transition events with high school <p>The allocation of this funding has resulted in: Additional staffing cover to enable high school feeder transition event success with students. Transport arrangements allowed for full participation on students previously expressing concerns over attendance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Monitor cohort for similar needs requiring support next year.</p>
<p>Professional learning</p> <p>\$9,260.44</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Millfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Effective Instruction • A planned approach to wellbeing • Caring for students • Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Partial employment of addition executive staff member to assist in the creation and delivery of bespoke professional learning series. Employment of additional release for teaching staff to complete forward planning on units, assessments and PDPs. Use of funds to cover High Impact Professional Learning courses.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of employment of additional executive staff member to assist in professional learning calendar offerings.</p>

Professional learning \$9,260.44	Continuation of commitment of additional teacher release for programming, assessment and PDP time.
School support allocation (principal support) \$13,604.80	School support allocation funding is provided to support the principal at Millfield Public School with administrative duties and reduce the administrative workload. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Data Skills and Use • Engagement Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • Employment of additional SASS staff/business manager to cover administrative roles of Principal to free up workload to concentrate on teaching, leading and learning. The allocation of this funding has resulted in: Recruitment of a part time Business Manager and the delegation of administrative tasks from Principal. After evaluation, the next steps to support our students with this funding will be: Continuation of Business Manager initiative moving into next year's plan.
Literacy and numeracy \$8,221.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Millfield Public School from Kindergarten to Year 6. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Data Skills and Use • Engagement Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in high impact professional learning series on Phonic, Phonological Awareness and Comprehension The allocation of this funding has resulted in: Additional purchasing of resources to support shift in literacy and numeracy teaching and learning. Funds used to support the completion of professional learning series and accompanying mentoring program around Phonics, Phonological Awareness, Comprehension and Numeracy. After evaluation, the next steps to support our students with this funding will be: Review of external data suggests we are making progress in improving outcomes in Literacy and Numeracy but a renewed focus will remain moving forward on the established programs and learnings from this year.
Early Action for Success (EAfS) \$68,605.00	The early action for success (EAfS) funding allocation is provided to improve students' performance at Millfield Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Data Skills and Use Overview of activities partially or fully funded with this initiative

<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Employment of Instructional Leader 0.4FTE.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding source discontinued in 2022.</p>
<p>QTSS release</p> <p>\$16,369.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Millfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Funds used to recruit and employee additional time for Instructional Leader to further widen mentoring and coaching program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Recruitment of APCI to continue the support of coaching and mentoring program.</p>
<p>COVID ILSP</p> <p>\$69,816.53</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - Stage 1 - 3 • employing staff to provide online tuition (through Term 3 Lockdown) to student groups in literacy/numeracy - Stage 1 - 3 • providing intensive small group tuition for identified students who were identified through assessment • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: Targeted students receiving support in literacy and numeracy K-6. Results are varied however we now can readily identify students requiring support in 2022. The COVID ILSP program has highlighted areas where Tier 1 whole class/ Tier 2 small group teaching may need strengthening to reduce the number of students requiring Tier 3 intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>COVID ILSP</p> <p>\$69,816.53</p>	<p>Continuation of the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Rather than support all Year 3 and 5 students prior to NAPLAN, results have shown that we need to focus on Tier 2/3 students. We also need to ensure that students are receiving at least 3 tutoring sessions per week. Having the COVID ILSP educator working in classrooms rather than withdrawing will be looked at closely.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	35	44	44	49
Girls	35	36	42	45

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.1	92.2	96	91.2
1	93.5	91.2	93.9	88
2	93.7	90	93	90.3
3	91.3	91.1	91.5	89.2
4	96.3	91.6	91.9	91
5	94.6	93.2	90.2	88.6
6	92.2	89.4	95.3	85.2
All Years	93.2	91.2	93	88.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	3.58
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	59,574
Revenue	1,250,359
Appropriation	1,230,634
Grants and contributions	19,727
Investment income	-2
Expenses	-1,251,613
Employee related	-1,090,597
Operating expenses	-161,016
Surplus / deficit for the year	-1,254
Closing Balance	58,320

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.

	2021 SBAR Adjustments (\$)
Targeted Total	78,573
Equity Total	127,637
Equity - Aboriginal	9,440
Equity - Socio-economic	71,712
Equity - Language	2,400
Equity - Disability	44,085
Base Total	824,376
Base - Per Capita	21,200
Base - Location	3,201
Base - Other	799,975
Other Total	111,015
Grand Total	1,141,601

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 to access the school data.

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 2021. 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 2021 for the positive despite the testing times we found ourselves in throughout this year.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.