

2022 Annual Report

Millfield Public School



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Introduction

The Annual Report for 2022 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

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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 2022, 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 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 five 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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
- Differentiated Learning

Resources allocated to this strategic direction

Professional learning: \$9,000.00

Socio-economic background: \$88,128.97

AP Curriculum & Instruction: \$30,114.20

Low level adjustment for disability: \$10,449.75

Literacy and numeracy: \$29,511.27

QTSS release: \$17,927.68

Summary of progress

A focus on data use and differentiated learning will continue to underpin the school's efforts within this strategic direction. A key focus on improving formative and summative assessment and data-collection processes began in 2022 and will continue in 2023. The activities the school undertook included whole-staff professional development on the use of effective evidence-based practices, such as individual student growth goal setting. All staff have increased their knowledge and understanding of the importance of student growth goal setting to achieve effective differentiation of teaching and learning. This has been evidenced in classroom practice with all students K-6 developing individual numeracy goals and demonstrating an understanding of "where to next". Internal data collection processes were also reviewed in T4, 2022 and new data collection and analysis processes were determined to be necessary, in order to track reading and multiplicative results, in line with the school focuses. These data collection processes were implemented for the beginning of 2023 and are currently embedded.

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 40.8% of Year 3 and 5 students achieving results within the top two bands in reading within NAPLAN (upper bound system-negotiated target).	2022 NAPLAN data indicates 36.36% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 6.81%.
A minimum of 20.5% of Year 3 and 5 students achieving results within the top two bands in numeracy within NAPLAN (upper bound system-negotiated target).	2022 NAPLAN data indicates 15.00% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 8.75%.
Value Add measure will trend above the Delivering metric from 2022 towards Sustaining and Growing, across some of the key K-3, 3-5 and 5-7 domains.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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
- Engagement

Resources allocated to this strategic direction

Professional learning: \$762.43

Low level adjustment for disability: \$34,476.30

Aboriginal background: \$10,811.83

Per capita: \$23,751.90

Location: \$3,559.07

Summary of progress

The activities the school undertook in relation to this strategic direction were designed to holistically address student, staff and community wellbeing and student attendance. The cornerstone of this initiative was the consolidation of the newly updated Positive Behaviour for Learning (PBL) program for students. Through staff collaboration, weekly lessons were designed to target specific areas of need, consistent language is being used across the whole school and a refined behaviour matrix process that underpins the three core values was embedded. Upon reviewing the matrix, executive have determined that not all staff and students have a clear understanding of the PBL processes. All staff, students and the community are aware of the school's three core values. The behaviour monitoring system was modified to track both minor and major student behaviours. Designing a school behaviour support and management plan that includes a streamlined PBL process is a key goal for 2023, so that consistent understanding of school values and expectations is embedded across the school. The school has not seen an improvement in students' attendance in 2022, specifically students attending school >90%. An attendance action plan was introduced in 2022 and will be positioned as a key priority in 2023.

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 system negotiated target of 83.3% (lower bound target).	In 2022, 45.3% (update) of students are attending school 90% of the time. This demonstrates the school did not achieve the system negotiated target.
Increase TTFM Wellbeing Aggregate Data (advocacy at school, sense of belonging and expectations of success) to >88%.	In 2022 our TTFM Wellbeing data was recorded at 88% Advocacy at School, Expectation of Success 93% and Sense of Belonging 70%. This demonstrated an aggregate data recording of 84%. This was below our identified target measure.
The percentage of positive incidents relative to student population is higher than 2021.	SENTRAL data indicates 12% improvement in positive incidents compared to 2021.
The percentage of negative incidents relative to student population is lower than 2021.	SENTRAL data indicates 20% reduction in negative incidents (major) compared to 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$65,359.00</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"> • Other funded activities <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 • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of social awareness, emotional regulation and attendance, evidenced by SENTRAL data and suspension data</p> <p>After evaluation, the next steps to support our students will be: Continue evaluating needs of student cohort and adequately match staffing model to support established programs.</p>
<p>Socio-economic background</p> <p>\$88,128.97</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 • Differentiated Learning <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 intervention program implementation. <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy, numeracy, wellbeing and attendance.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of additional staffing to implement intervention practices to support student outcomes in differentiated learning programs and support systems.</p>
<p>Aboriginal background</p> <p>\$10,811.83</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"> • Engagement <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 learning, attendance and

<p>Aboriginal background</p> <p>\$10,811.83</p>	<p>engagement.</p> <p>The allocation of this funding has resulted in the following impact: Improved outcomes for Aboriginal students in the areas of reading and spelling.</p> <p>After evaluation, the next steps to support our students will be: Continuation of school AET commitment, PLP process and tracking of impact.</p>
<p>Low level adjustment for disability</p> <p>\$44,926.05</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"> • Data Skills and Use • Engagement <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 <p>The allocation of this funding has resulted in the following impact: Improved outcomes for students with additional learning needs in the area of reading and transition, evidenced by internal and external measures.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities.</p>
<p>Location</p> <p>\$3,559.07</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"> • Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Improved school facilities such as, playground covering and Yarning Circle. <p>The allocation of this funding has resulted in the following impact: Improved school infrastructure and facilities for students.</p> <p>After evaluation, the next steps to support our students will be: Purchase of school flag poles to fly the Aboriginal and Torres Strait Islander flags.</p>
<p>Professional learning</p> <p>\$9,762.43</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 • Differentiated Learning • A planned approach to wellbeing <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$9,762.43</p>	<p>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 the following impact: Partial employment of additional executive staff member to assist in the creation and delivery of bespoke professional learning.</p> <p>After evaluation, the next steps to support our students will be: Continuation of employment of additional executive staff member to assist in professional learning calendar offerings.</p>
<p>Literacy and numeracy</p> <p>\$29,511.27</p>	<p>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.</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"> Differentiated Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> literacy and numeracy programs and resources, to support teaching, learning and assessment staff training and support in literacy and numeracy online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Improved outcomes for students in the areas of reading and spelling, evidenced by internal and external data sources.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of literacy and numeracy practices to support student outcomes in reading and spelling.</p>
<p>QTSS release</p> <p>\$17,927.68</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"> Differentiated Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Funds used to recruit and employee additional time for Assistant Principal, Curriculum and Instruction to further widen mentoring and coaching program.</p> <p>After evaluation, the next steps to support our students will be: Ongoing employment of APC&I to continue the support of coaching and mentor program.</p>
<p>COVID ILSP</p> <p>\$55,904.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$55,904.00</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 <p>The allocation of this funding has resulted in the following impact: Targeted students receiving targeted intervention in literacy and numeracy K-6.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the implementation of literacy and numeracy small group intervention using data sources to identify specific student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of Assistant Principal, Curriculum and Instruction. <p>The allocation of this funding has resulted in the following impact: Improved outcomes for students K-6 in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued iemployment of APC&I to support student outcomes in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	44	44	49	52
Girls	36	42	45	49

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.2	96.0	91.2	83.1
1	91.2	93.9	88.0	85.0
2	90.0	93.0	90.3	85.9
3	91.1	91.5	89.2	86.9
4	91.6	91.9	91.0	82.9
5	93.2	90.2	88.6	82.2
6	89.4	95.3	85.2	83.9
All Years	91.2	93.0	88.9	84.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.2
Classroom Teacher(s)	3.59
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	58,320
Revenue	1,274,562
Appropriation	1,229,999
Sale of Goods and Services	-410
Grants and contributions	44,937
Investment income	37
Expenses	-1,326,120
Employee related	-1,168,616
Operating expenses	-157,503
Surplus / deficit for the year	-51,557
Closing Balance	6,763

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.

	2022 SBAR Adjustments (\$)
Targeted Total	65,359
Equity Total	143,867
Equity - Aboriginal	10,812
Equity - Socio-economic	88,129
Equity - Language	0
Equity - Disability	44,926
Base Total	866,089
Base - Per Capita	23,752
Base - Location	3,559
Base - Other	838,778
Other Total	77,310
Grand Total	1,152,625

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. 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 need arises. 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 of education and, in particular the support we provide the community members of Millfield.

During various community events, as well as through randomised phone and digital surveys this year parents, 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 2022 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.