

2022 Annual Report

Millthorpe Public School



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Introduction

The Annual Report for 2022 is provided to the community of Millthorpe Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

At Millthorpe Public School students are confident, respectful and resilient learners who achieve to their full potential. Our vision is to partner with our community to create a safe environment, where high expectations foster integrity, creativity and excellence for individuals. We strive to deliver inclusive and engaging experiences that promote a love of learning.

School context

Millthorpe Public School is the only school in the picturesque village of Millthorpe, which is a regional locality in the NSW Central Tablelands. Millthorpe Public School is situated on Wiradjuri land.

Students come from a wide range of socioeconomic backgrounds with 7% of students identifying as Aboriginal and >1% from an English as an Additional Language or Dialect (EAL/D) background.

Millthorpe Public School has a combination of experienced and early career teachers. The school values its community; engagement between staff, parents and the wider community is regarded as a vital component for our success and is highly valued by all. The school has strong relationships with an energetic P&C consisting of parents and caregivers. There is a continuing focus to deliver quality teaching programs with an emphasis on improvement in literacy and numeracy outcomes.

The school is a part of a successful learning network with schools in our community including the SPARKE network and the Heritage Country Schools alliance.

A balance of academic, cultural and sporting opportunities are provided to students through our rich co-curricular initiatives. Millthorpe Public School provides opportunity for a range of enrichment activities such as music education, chess, debating, band, ballet and sport advancement. Our school provides Special Religious and Ethics Educations weekly and private music tuition is available on violin, piano, guitar and percussion during and after school hours. After School Care, provided by Cabonne Shire Council, is available five afternoons per week.

The school community was consulted during the development of the situational analysis, and the findings have been used in this Strategic Improvement Plan. The analysis identified that:

- consistent assessment practices and data literacy are areas of focus to ensure every teacher has a deep understanding of how to move students along in their learning for maximum growth. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.
- staff will embed collaborative practices to improve teaching and learning by participating in professional learning opportunities that foster quality teaching excellence. The use of feedback will support learners to identify goals and strategies, ensuring every leader, teacher and student improves every year.
- a culture of high expectations will support a new wellbeing framework and learning support processes to ensure students thrive and flourish in a supportive environment.

The Strategic Improvement Plan will be supported by external personnel and the expertise that already exists within our school and across our network. The initiatives in the plan will be lead by the executive team and the collaborative work of staff. Structures will be put in place to continually monitor the impact the initiatives have on teaching and learning and evaluative practices will drive refinement in activities annually.

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop, refine and embed whole school processes for collecting and analysing data. Data and assessment will inform planning and evidence-based effective teaching practices.

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.

- Reading
- Numeracy
- Writing

Resources allocated to this strategic direction

Literacy and numeracy: \$7,194.74

Aboriginal background: \$20,355.99

Socio-economic background: \$24,240.69

Low level adjustment for disability: \$68,952.60

Summary of progress

In 2022 the focus was on the implementation of high impact professional learning across the school. In K-2, all teachers participated in professional learning to learn about the implementation of the K-2 syllabus in English and mathematics. Feedback from staff indicated that they now have a deeper and consistent knowledge of the new syllabus. A clear plan of implementation has been developed and will be a focus in 2023.

The executive team participated in professional learning in collaborative assessment of student work with a focus on vocabulary in writing. Some stages were able to measure clear impact and have confidence in fidelity of data. Internal pre and post assessments indicate expected and beyond anticipated growth for identified students. A more consistent approach needs to be implemented to ensure it is implemented consistently across all stages.

All staff participated in professional learning to understand vocabulary acquisition. A change in teaching practice to have an intentional focus on teaching vocabulary in writing has been observed across the school.

The Learning and Support team and K-2 team has commenced Number Talk professional learning. The Big Ideas to Start Strong Professional Learning be a focus in 2023 with the aim of ensuring that effective mathematical discussions occur in all K-6 classrooms.

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
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 68.1%	2022 NAPLAN data indicates 51.2% of students are in the top two skill bands for reading, indicating progress yet to be seen toward the annual progress measure. Focus on this target has resulted in Year 4 students achieving an average of 65.7% in the Reading Check In assessments; 5.5% above statistically similar schools and 7% above state average.
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 63%	2022 NAPLAN data indicates 38.1% of students are in the top two skill bands for numeracy, indicating progress yet to be seen toward the annual progress measure. Focus on this target has resulted in Year 4 students achieving an average of 71.4% in the Numeracy Check In assessments; 6.3% above statistically similar schools and 7.9% above state average.
Improvement in the percentage of students achieving in the top 2 bands in	2022 NAPLAN data indicates 32.5% of students in Year 5 are in the top two skill bands for writing, indicating the school exceeded the school-identified

Year 5 to be above 28% and trending towards the school's target in writing of 30%	target of 30%.
Improvement in the percentage of students achieving expected growth to be at the school's lower bound system-negotiated target in numeracy of 72.2%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading of 70.0%	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: High impact practice

Purpose

In order for teachers to continue to improve their practice and promote collaboration we will engage with high impact professional learning. Whole school processes to embed leader-teacher-student feedback will lead to continuous improvement for impact.

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.

- Collaboration
- Feedback

Resources allocated to this strategic direction

Professional learning: \$21,554.02

Per capita: \$38,055.51

QTSS release: \$56,770.97

Summary of progress

In 2022, the focus was on fostering collaborative practice in identified teams across the school, inclusive of the executive team. In consultation with the school executive and Assistant Principal Curriculum & Instruction, each team developed an individualised plan, identifying learning intentions, success criteria and resources needed to implement activities to support improvement in the quality of teaching. Each plan contained identified professional learning, opportunities for feedback, coaching sessions with executive team members and reflection on effective teacher practice. Some staff have highly engaged in the reflective process and a focus moving forward is to ensure all teams utilise time consistently to ensure plans are implemented with fidelity. Teacher feedback indicates that staff value the collaboration time and it enables a clear focus to ensure the learning needs of all staff is being met. Changes in teacher practice has been observable across the school. The focus for 2023 will be to align professional learning to the collaborative focus for each team. The school will also prioritise evaluative practices, such as teaching observations, across the school.

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
Teachers engage in professional discussion in stage groups to improve teaching strategies. Targeted professional learning sees staff improve whole school teaching practice. Expertise from staff is shared across identified areas for development.	Targeted and responsive professional learning has seen an increase in the staff collaborating to improve teacher practice. Expertise from staff has been shared in small focus areas across some teams and professional discussion is a promoted and valued aspect of collaborative practices.
Teachers plan for and use a range of explicit teaching techniques and strategies to identify learning needs. Staff collaborate to develop a unified school wide feedback strategy.	Some teams have embraced explicit teaching techniques and confidently identify learning needs to improve student outcomes. A unified school wide feedback strategy is yet to be identified and continues to be a focus in 2023.

Strategic Direction 3: High expectations culture

Purpose

In order to improve the systems and support for all students we will develop, refine and embed whole school processes for wellbeing, attendance and learning support. Effective communication with our community promotes a culture of high expectations for all students.

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.

- Wellbeing Framework
- Learning Support Framework

Resources allocated to this strategic direction

Location: \$2,000.00

Per capita: \$5,000.00

Literacy and numeracy intervention: \$48,266.82

Low level adjustment for disability: \$22,617.88

Summary of progress

In 2022, our school participated in "The Resilience Project". Staff participated in multiple sessions of professional learning inclusive of community and students. Lessons linked to the project were implemented weekly with a focus on gratitude, empathy and mindfulness. The timetabling of weekly lessons ensured consistency of implementation across the school. Transference of skills outside of the assigned lessons and to be observable across the school, will be a priority in 2023. A more rigorous and consistent approach to the implementation of wellbeing activities will be supported by ensuring staff have a clear understanding of expectation with clear communication processes developed.

Processes have been improved in the implementation of attendance procedures resulting in a more consistent monitoring and identification of students with attendance concerns.

Staff have started to engage with the IER and the Behaviour Policy. Whole school processes have been reviewed and as a consequence, changes have been made in how incidents are communicated to staff, how data is collated and how staff can respond to individual student need. Supports are then designed to help students, this has seen a reduction in behaviours that impact the learning of others. There has been an increase in the sense of belonging of all students.

In 2023, proactive approaches to supporting students and increased communication with families will be a school wide focus.

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 lower bound system-negotiated target of 92.7%	The number of students attending greater than 90% of the time or more is 70.24%, indicating progress is yet to be seen towards the annual progress measure.
Increase the percentage of students in the TTFM areas of 'Positive sense of belonging', 'Advocacy at school' and 'Expectations for success' to >86%.	Tell Them From Me data Term 4 2022 indicates 90.78% of students report a positive sense of wellbeing, showing the school has exceeded its target. Pleasingly, data shows an increase from 72% to 80% in students reporting a sense of belonging.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$186,548.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Millthorpe 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals.</p> <p>All plans were collaboratively updated and responsive to student learning needs ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to continue to use IFS to support student needs in a responsive and personalised way.</p>
<p>Socio-economic background</p> <p>\$24,240.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Millthorpe 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"> • Reading <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 students with additional learning needs • supplementation of extra curricular activities such as excursions, incursions and art programs. • providing students without economic support for educational materials including uniform and equipment <p>The allocation of this funding has resulted in the following impact: Year 3 NAPLAN Numeracy results are above both state and SSSG averages; 15.9 points above SSSG and 23.25 points above state.</p> <p>Year 5 NAPLAN Writing results are above both state and SSSG averages; 10.66 points above SSSG and 15.15 points above state.</p> <p>All children having access to co-curricular activities, resources and uniforms.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage additional staff to support our trajectory towards achieving literacy and numeracy targets. to continue to providing students and families without economic support for educational materials including uniform and equipment.</p>
<p>Aboriginal background</p> <p>\$25,355.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Millthorpe 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</p>

<p>Aboriginal background</p> <p>\$25,355.99</p>	<p>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"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff to support Aboriginal students • external agency engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: the Tell Them From Me data indicated 86% percent of aboriginal students feel like their culture is valued at school.</p> <p>All aboriginal students have a PLP.</p> <p>After evaluation, the next steps to support our students will be: to have all PLPs developed online using SENTRAL plans and monitored regularly.</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 Millthorpe 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication <p>The allocation of this funding has resulted in the following impact: the EAL/D student is more confident to ask clarifying questions about learning tasks.</p> <p>After evaluation, the next steps to support our students will be: to continue to support identified students with targeted support from an SLSO in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$91,570.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Millthorpe 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"> • Learning Support Framework • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Students on Tier 2 and Tier 3 interventions making gains in their learning to</p>

<p>Low level adjustment for disability</p> <p>\$91,570.48</p>	<p>bring them up to the average achievement of the cohort.</p> <p>The Learning Support teachers worked with more students than ever before using a streamlined approach to Tier 2 and Tier 3 interventions.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide targeted support for individuals and small groups.</p> <p>to use internal data measures to identify students with similar learning support needs across a cohort.</p>
<p>Location</p> <p>\$9,194.00</p>	<p>The location funding allocation is provided to Millthorpe 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"> • Wellbeing Framework • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing to reduce administration for teachers <p>The allocation of this funding has resulted in the following impact: development of streamlines administration systems and better teacher response rates to parent inquiries.</p> <p>After evaluation, the next steps to support our students will be: to continue to use funds for staffing to reduce administrative tasks for teachers.</p>
<p>Professional learning</p> <p>\$21,554.02</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 Millthorpe 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging with experts to unpack evidence-based approaches to teaching writing and explore models of valid teacher judgment (Collaborative Assessment of Student Writing) <p>The allocation of this funding has resulted in the following impact: A gain in writing NAPLAN results for Year 5 students with 32.5% of students in the top two bands in 2022, an 11.7% growth since 2021.</p> <p>Targeted and specific teaching of writing skills for all students K-6.</p> <p>After evaluation, the next steps to support our students will be: for all staff to be familiar and confident in the new syllabus content and processes.</p> <p>for Middle Leaders to attend professional learning to enhance leadership skills.</p>
<p>Literacy and numeracy</p> <p>\$7,194.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Millthorpe 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>

<p>Literacy and numeracy</p> <p>\$7,194.74</p>	<ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: all staff are trained in whole school literacy and numeracy programs, for example THRASS.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will no longer receive literacy and numeracy needs-based funding.</p>
<p>QTSS release</p> <p>\$56,770.97</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Millthorpe 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"> • Collaboration <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 • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: implementation of Collaborative Assessment of Student Writing, where by teachers make valid judgments about student achievement and determine learning goals to ensure students outcomes improve.</p> <p>teachers tracked and monitored student achievement using PLAN2 in the areas of phonics and phonemic awareness.</p> <p>After evaluation, the next steps to support our students will be: to provide all staff with extra release time for curriculum implementation, collaboration, data analysis and professional learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Millthorpe Public School who may be at risk of not meeting minimum standards.</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"> • Learning Support Framework <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: identified students that were performing below the expected level for their stage made gains comparable to the average achievement within a cohort</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding source will be transferred to fund the Assistant Principal Curriculum & Instruction position.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$57,426.00</p>	<p>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> <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 to deliver small group tuition • providing intensive small group tuition for identified students who were behind in Numeracy <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieved significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the program of small group interventions using data sources to identify specific student needs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	160	164	146	140
Girls	139	142	140	131

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	95.1	93.6	91.0
1	92.0	92.9	92.2	91.8
2	95.1	92.5	92.2	91.2
3	94.9	94.2	90.1	90.1
4	94.4	95.6	91.9	90.3
5	94.2	95.1	92.8	92.9
6	91.4	93.5	92.4	91.7
All Years	93.9	94.2	92.1	91.3
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)	3
Classroom Teacher(s)	9.46
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.57

*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	382,240
Revenue	3,068,836
Appropriation	2,826,521
Sale of Goods and Services	59,051
Grants and contributions	155,271
Investment income	4,153
Other revenue	23,840
Expenses	-3,042,522
Employee related	-2,721,757
Operating expenses	-320,765
Surplus / deficit for the year	26,315
Closing Balance	408,555

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	186,548
Equity Total	143,567
Equity - Aboriginal	25,356
Equity - Socio-economic	24,241
Equity - Language	2,400
Equity - Disability	91,570
Base Total	2,152,547
Base - Per Capita	72,266
Base - Location	9,568
Base - Other	2,070,713
Other Total	187,023
Grand Total	2,669,685

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

Consultation with focus groups about key school issues is regularly undertaken. The P&C Association is the key consultative group for our parents. The SRC (Student Representative Council) is the key consultative group for our students.

During 2022 Millthorpe Public School participated in a research project on school success as an Ambassador School with the School Success Model. Consultation included a parent online survey, student survey for Years 2 to 6, a focus group of Kindergarten students and a staff survey. The results are currently being synthesised into a case study that may be published in 2023.

Teachers offered feedback to the executive team about the opportunity to engage in structured collaboration time. They reported that they highly value this time with colleagues and have identified the advantages of working in stage-based teams. Staff have offered positive feedback on the refinement of learning support and wellbeing processes, identifying the positive improvement in responsiveness to group referral processes, and the value of a consistent approach to behaviour expectations in the classroom and playground.

As part of the School Infrastructure NSW building project, a parent representative is included in the project reference group and regular feedback is sought from interested parties.

Parents regularly expressed satisfaction with how the school cares for their children and how staff enable students to achieve their best within the classroom. Unfortunately due to low participation rates in the parent Tell Them from Me survey, a broader range of feedback was not elicited in 2022.

In the Tell Them From Me survey students reported an 80% positive response for sense of belonging (up 8% from 2021), 98% for expectations for success and 95% for advocacy at school (up 6% from 2021) . Parent engagement in the Tell Them From Me survey was extremely low with insufficient data from which to glean judgement or rich feedback.

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.