

# 2023 Annual Report

## Millthorpe Public School



2558

# Introduction

The Annual Report for 2023 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.

## School contact details

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Millthorpe Public School

Park St

Millthorpe, 2798

<https://millthorpe-p.schools.nsw.gov.au>

[millthorpe-p.school@det.nsw.edu.au](mailto:millthorpe-p.school@det.nsw.edu.au)

6366 3104

## 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 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>

## 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

#### AP Curriculum & Instruction

#### QTSS release

#### Professional learning

### Summary of progress

In 2023 the focus was on the implementation of high impact professional learning across the school. The Big Ideas to Start Strong Professional Learning was a focus in 2023 with the aim of ensuring that effective mathematical discussions occur in all K-6 classrooms. Feedback from staff indicated that they now have a deeper and consistent knowledge of the new mathematics syllabus and understand the focus on reasoning and students articulating their thinking. This PL was undertaken by all teaching staff and will be completed in 2024 during staff meetings, collaboration meetings and stage meetings.

Stage teams continued their focus on collaborative assessment of student work with a focus on vocabulary in writing. Internal pre and post assessments indicate expected and beyond anticipated growth for identified students. This year a more consistent approach was implemented to ensure consistently across all stages.

### 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
15% of students in Year 3 and Year 5 cohorts achieving in the exceeding band of NAPLAN's new proficiency standards, noting this is a school-determined target.	NAPLAN Yr 3 & 5 data demonstrates that in writing students are: 18% exceeding, 72% strong, 9% developing, 1% needs additional support
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.	The Check-in Reading data for 2023 shows an increase/growth for students in 2 out of 3 focus areas. <ul style="list-style-type: none"><li>• Comprehension - (T2) 55.2%, (T3) 65.2% - overall growth: 10%</li><li>• Vocabulary - (T2) 54.7%, (T3) 53.2% - overall growth : -1.5%</li><li>• Processes - (T2) 50.1%, (T3) 63% - overall growth: 12.9%</li></ul>
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.	The Check-in Numeracy data for 2023 shows an increase/growth for students in 2 out of 3 focus areas. <ul style="list-style-type: none"><li>• Measurement &amp; Geometry - (T2) 69%, (T3) 68.2% - overall growth: -0.8%</li><li>• Statistics &amp; Probability - (T2) 63.4%, (T3) 81.0% - overall growth: 17.6%</li><li>• Number &amp; Algebra - (T2) 56.8%, (T3) 69% - overall growth: 12.2%</li></ul>

## 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  
AP Curriculum & Instruction  
QTSS release

### Summary of progress

In 2023, 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.

The school has prioritised evaluative practices, such as teaching observations, across the school. An observation protocol was developed and implemented and all teaching staff received timely feedback on their teaching focus and areas for continued improvement.

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 2024 will be to align professional learning to the collaborative focus for each team. In 2024 Collaboration time will continue with a focus on the new English and Mathematics Syllabus and explicit and effective teaching strategies and feedback to staff and students.

### 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 2024.

## 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

#### Per capita

### Summary of progress

In 2023, our school continued to participate in "The Resilience Project". The timetabling of weekly lessons ensured consistency of implementation across the school. Transference of skills outside of the assigned lessons was identified by staff on a regular basis. In 2024 a focus will be 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 continued to be improved in the implementation of attendance procedures resulting in a more consistent monitoring and identification of students with attendance concerns, follow up with families, meeting with the HSLO and applying for additional support.

The executive staff have engaged in professional learning relating to the updated Behaviour Policy and suspension procedures to be implemented in T1 2024. 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. This has been supported by the implementation of PBL across the school and the development of a PBL team. Supports are then designed to help students, this has seen a reduction in behaviours that impact the learning of others. There has been a 2% increase in the sense of belonging of all students (TTFM data).

In 2024, proactive approaches to supporting students and increased communication with families will be a school wide focus as well as the continued implementation of PBL.

### 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 68.1%, indicating progress is yet to be seen towards the annual progress measure. However, our school data remains higher than schools in a statistically similar group (>6%) and the state average (>15%).
The school analyses and monitors student wellbeing, attendance and behaviour. Every student can identify staff from whom they can seek advice and assistance. To meet the learning needs of students requiring support, teachers plan for, implement and regularly monitor the implementation of evidence-based programs and processes.	Tell Them From Me data Term 4 2023 indicates 90.78% of students report a positive sense of wellbeing, showing the school has exceeded its target. Pleasingly, data shows an increase from 80% to 82% in students reporting a sense of belonging. TTFM open ended questions indicated that every student surveyed can identify at least 3 staff they from whom they can seek advice and assistance.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$147,714.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. 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><b>After evaluation, the next steps to support our students will be:</b> to continue to use IFS to support student needs in a responsive and personalised way.</p>
<p>Socio-economic background</p> <p>\$22,219.31</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support students with additional learning needs</li> <li>• supplementation of extra curricular activities such as excursions, incursions and art programs</li> <li>• providing students without economic support for educational materials including uniform and equipment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> NAPLAN Year 3 &amp; 5 Achievement</p> <p>Numeracy - 12% exceeding, 69% strong, 17% developing, 2% needs additional support Reading - 24% exceeding, 58% strong, 15% developing, 3% needs additional support Writing - 18% exceeding, 72% strong, 9% developing, 1% needs additional support Grammar &amp; Punctuation - 15% exceeding, 55% strong, 29% developing, 1% needs additional support Spelling - 12% exceeding, 59% strong, 26% developing, 3% needs additional support</p> <p>All children having access to co-curricular activities, resources and uniforms.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* to continue to engage additional staff to support our trajectory towards achieving literacy and numeracy targets.</li> <li>* to continue to providing students and families without economic support for educational materials including uniform and equipment.</li> </ul>



<p>Aboriginal background</p> <p>\$33,879.42</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 educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff to support Aboriginal students</li> <li>• external agency engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Tell Them From Me data indicated 72% percent of aboriginal students feel like their culture is valued at school. All aboriginal students have a PLP.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to have all PLPs developed online using SENTRAL plans and monitored each term as part of the program supervision processes.</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff (SLSO) to support communication</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the EAL/D student is more confident to ask clarifying questions about learning tasks.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students on Tier 2 and Tier 3 interventions making gains in their learning to bring them up to the average achievement of the cohort.</p>

<p>Low level adjustment for disability</p> <p>\$91,570.48</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><b>After evaluation, the next steps to support our students will be:</b> 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>\$9,518.21</p>	<p>The location funding allocation is provided to Millthorpe Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to reduce administration for teachers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> development of streamlines administration systems and better teacher response rates to parent inquiries.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to use funds for staffing to reduce administrative tasks for teachers.</p>
<p>Professional learning</p> <p>\$21,138.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> NAPLAN Year 3 &amp; 5 Achievement</p> <p>Numeracy - 12% exceeding, 69% strong, 17% developing, 2% needs additional support Reading - 24% exceeding, 58% strong, 15% developing, 3% needs additional support Writing - 18% exceeding, 72% strong, 9% developing, 1% needs additional support Grammar &amp; Punctuation - 15% exceeding, 55% strong, 29% developing, 1% needs additional support Spelling - 12% exceeding, 59% strong, 26% developing, 3% needs additional support</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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</p>

Professional learning \$21,138.00	skills.
Beginning teacher support \$7,608.50	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Millthorpe Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> <li>• mentoring structures and collaborative practices within the school or across a cluster of schools</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved confidence and teaching practice of beginning teachers. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing the mentor relationship between the beginning teacher and more experienced staff to continue to improve their practice</p>
QTSS release \$53,857.44	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Millthorpe Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Feedback</li> <li>• Reading</li> <li>• Writing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> implementation of Big Ideas to Start Strong, where by teachers make valid judgments about student achievement and reasoning 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><b>After evaluation, the next steps to support our students will be:</b> to provide all staff with extra release time for curriculum implementation, collaboration, data analysis and professional learning.</p>
COVID ILSP \$43,069.84	<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 2023.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

COVID ILSP

\$43,069.84

**enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers to deliver small group tuition
- providing intensive small group tuition for identified students who were behind in Numeracy and Reading

**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.

**After evaluation, the next steps to support our students will be:** to continue the program of small group intervention for students needed additional support for NAPLAN. This funding source will be discontinued in 2024.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	164	146	140	120
Girls	142	140	131	120

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.1	93.6	91.0	92.5
1	92.9	92.2	91.8	93.9
2	92.5	92.2	91.2	92.2
3	94.2	90.1	90.1	92.7
4	95.6	91.9	90.3	93.3
5	95.1	92.8	92.9	89.7
6	93.5	92.4	91.7	90.8
All Years	94.2	92.1	91.3	92.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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)	3.8
Classroom Teacher(s)	9.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.57

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	408,554.58
<b>Revenue</b>	3,214,002.65
Appropriation	2,982,620.88
Sale of Goods and Services	40,260.52
Grants and contributions	177,473.30
Investment income	13,647.95
<b>Expenses</b>	-3,208,442.11
Employee related	-2,676,635.39
Operating expenses	-531,806.72
<b>Surplus / deficit for the year</b>	5,560.54
<b>Closing Balance</b>	414,115.12

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	161,466
<b>Equity Total</b>	150,069
Equity - Aboriginal	33,879
Equity - Socio-economic	22,219
Equity - Language	2,400
Equity - Disability	91,570
<b>Base Total</b>	2,203,888
Base - Per Capita	70,530
Base - Location	9,518
Base - Other	2,123,839
<b>Other Total</b>	253,562
<b>Grand Total</b>	2,768,985

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

## Parent/caregiver, student, teacher satisfaction

The P&C Association is the key consultative group for our parents and community members. The SRC (Student Representative Council) is the key consultative group for our students.

Teachers offered feedback to the executive team via the external validation process in 2023. They provided evidence and reported success in areas such as wellbeing, resourcing and learning culture. They continue to report satisfaction with and value for collaboration processes with colleagues. Staff have offered specific and improvement-based feedback on wellbeing processes including reward and positive recognition systems for students.

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 2023. Parents are encouraged to make contact with staff (and do so regularly) to express satisfaction or suggest areas of improvement.

In the Tell Them From Me survey students reported a positive response for sense of belonging (up 2% from 2022), 94% for expectations for success and 82% for advocacy at school. 80% of our children report a feeling of high expectations and high sense of belonging at Millthorpe Public School. 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

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.