Our school at a glance

Students

Millfield Public School is a small school located west of Cessnock on Wollombi Road. A school has been established on this site since 1868. The students live in or near the town of Millfield. Student numbers decreased slightly to 62 in February 2010.

Staff

Teachers at Millfield Public School are committed to providing quality teaching and learning programs for the students in their care. The teachers cater for the individual learning styles of students and provide programs to best support their needs.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In 2010 the school continued implementing an innovative timetable for literacy and numeracy focussed on a personalised approach to meet individualised needs. It consists of 90 mins daily for literacy and 60 mins daily for maths. Two extra teachers are employed to teach the additional groups through National Partnerships and Priority Schools Program funding. The school began the Quicksmart maths program and the Multilit literacy program for students who need consolidation. Millfield continued its participation in the Active After School program for four terms and the Premiers Sporting Challenge during Term 3.

Student achievement in 2010

Having cohorts of fewer than 15 students, it is important not to overanalyse the implications of the data.

Literacy – NAPLAN Year 3

- Reading - 91% at or above minimum standard, 18% proficient
- Writing – 82% at or above minimum standard, 18% proficient

Numeracy – NAPLAN Year 3

- 100% at or above minimum standard, 18% proficient

Literacy – NAPLAN Year 5

- Reading - 83% at or above minimum standard, 0% proficient
- Writing – 100% at or above minimum standard, 0% proficient
- School’s average growth in Year 3 to Year 5 in Reading was significantly below state with 50% of students achieving expected growth.
- School’s average growth in Year 3 to Year 5 in Writing exceeded state by 10 points.

Numeracy – NAPLAN Year 5

- 83% at or above minimum standard, 0% proficient
- School’s average growth in Year 3 to Year 5 in Numeracy was significantly below state with 33.3% of students achieving expected growth.

Messages

Principal’s message

The Annual School Report is a reflection on the achievements and progress of students at Millfield Public School. Our school mission statement is “to encourage our pupils to accept challenges, value achievements and work together for a better future.” The mission statement and the motto Strive to Succeed underpins the values and beliefs of the Millfield school community. The parents and staff have worked together to provide a supportive and caring environment to nurture growth and build a positive relationship with students. Students take an active role at school and take responsibility for their actions both in the classroom and the playground. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

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Jonathan Ridgway
P & C message

Millfield is a growing community, and the success of the P&C’s fundraising, is a reflection of the support and generous donations received on behalf of the school and students. We welcome all families to attend our meetings which are held once a month, and encourage new fundraising ideas and suggestions for activities.

This year’s major event will be the Millfield School P&C Bush Dance, which will be held for the first time this year.

Last year the P&C donated a Smartboard for one of the classrooms.

The school canteen is run by parents of the P&C, and operates every Friday. Other fundraising includes pie & cake drives, disco and raffles.

The P&C enjoys providing events for students such as the Easter Egg Hunt, Mother’s Day and Father’s Day stalls and disco. The P&C also subsidises the Year 4,5,6 excursion, the Year 6 farewell night, and the school’s end of year fun day.

We look forward to seeing parents at the next meeting on the first Tuesday of every month.

Deborah Noon, P&C President

Student representative’s message

In 2010 we had nine students on the Student Representative Council (SRC). It included the captains and one person from each year except Kindergarten. The representatives were chosen by their peers. SRC duties this year included selecting people who had been good for the junior and senior student of the month. We held fundraising days to help the school and Stewart House.

Joel Hindmarsh and Britney Nicholson (School Captains)

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Management of non-attendance

Student attendance has improved compared to previous years. Awards have been given at school assemblies to reward consistent attendance. The Home School Liaison Officer has attended the school on a regular basis and information is reported regularly in the newsletter to encourage more regular attendance. The school maintains regular communications with parents/carers about the attendance of students.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.
The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1 K/1</td>
<td>1</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>2/3 2/3</td>
<td>3</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>4/5/6 4/5/6</td>
<td>5</td>
<td>6</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes

There were three, multi-grade classes which catered for all students. During literacy and maths sessions, these three classes were divided into smaller groups.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>4.6</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Millfield Public School has no staff who identify as Indigenous.

Staff retention

All staff remained the same as 2009.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>49188.67</td>
</tr>
<tr>
<td>Global funds</td>
<td>73429.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>75018.09</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>20139.89</td>
</tr>
<tr>
<td>Interest</td>
<td>2667.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5109.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>225553.03</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>16024.39</td>
</tr>
<tr>
<td>Excursions</td>
<td>9295.24</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4989.17</td>
</tr>
<tr>
<td>Library</td>
<td>1775.52</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1368.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64877.78</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9758.43</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9391.89</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4135.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>15253.67</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>173446.25</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>52106.78</td>
</tr>
</tbody>
</table>

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School’s P&C Assoc. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Students at Millfield Public School were given opportunities throughout the year to participate in sports, competitions and cultural experiences.

Achievements

Arts

Millfield Public School values the Creative and Practical Arts. All classes conduct regular lessons in the classroom.

Performances in music and dance were performed throughout the year.

The Song Room program provided a music teacher each Friday for half a year. Through this program, a whole school choir was established.

Sport

All students participated regularly in sporting activities at school and in multi-school events.

The whole school participated in the annual Small Schools Athletic Carnival. Primary students participated in the Cessnock Zone Cross Country trials held at Bellbird.

The primary students competed at the Small Schools Swimming Carnival held at Cessnock Pool. Two boys progressed to the Zone swimming carnival. A one-week intensive swimming program was trialed at Kurri-Kurri Indoor Aquatic Centre. All but 3 students participated in the program.

Millfield Public School hosted a combined Tabloid Sports day with Laguna, Wollombi and Congewai Public Schools for the sixth consecutive year.

Students from Millfield Public School competed in the PSSA cricket knockout competition for small schools and also took part in a tag footy gala day.

All classes took part in the Premiers Sporting Challenge during term 2 and 3 of 2010.

The Active After School Sports program gave students the opportunity to participate in sports after school such as dance, touch football, gymnastics, cricket and archery.

Other

Four students competed in the Premier's Spelling Competition held at East Maitland Public School.

Students competed in the NSW University competitions in Maths, Computer and Science.

All students in Years 5 and 6 competed in the Newcastle Permanent Mathematics competition.

Excursions

Primary students attended an excursion to Bathurst in Term 4. The itinerary included a visit to the Minerals Museum as part of a unit about the Goldfields. This was a three-day, two-night excursion and one parent accompanied the teachers and students.

Kindergarten to Year 3 students and parents went on a Transport excursion which included a train, bus, ferry and a visit to Fighter World.

Environmental Education

The students in Years 4, 5 and 6 continued to monitor the Wollombi Brook. This included water testing on a semi-regular basis and involvement in the bug survey. A representative from the catchment trust worked with students to administer several tests on the creek water.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

The literacy results include tests for reading, spelling, writing, grammar and punctuation.
In all aspects of the NAPLAN results, Year 3 students are overrepresented in lower achievement bands and underrepresented in higher achievement bands.

**Literacy and Numeracy – NAPLAN Year 5**

Graphs are not produced for cohorts of less than 10 students. In 2010, the Year 5 cohort consisted of only 6 students.
In all aspects of the NAPLAN results, Year 5 students are overrepresented in lower achievement bands and underrepresented in higher achievement bands.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The school continued to implement an innovative timetable for literacy and numeracy focussed on a personalised approach to meet individualised needs.

The school continued the Active After School Program and provided two skills or sport sessions for seven weeks each term. Fruit was also provided before each activity. Students participated in archery, touch football, cricket, gymnastics and dance. Specialist teachers were paid to provide tuition. Teachers provided supervision at every activity.

Millfield Public School again hosted its annual Tabloid Sports day for neighbouring schools.

Aboriginal education

Aboriginal cultures, history and contemporary Aboriginal Australian perspectives were incorporated in units across all Key Learning Areas.

The students begin each school assembly during the year with the Acknowledgement of Country. Personalised Learning Plans were completed for Aboriginal students.

Our Aboriginal student attended the Aboriginal Cultural Camp at Wollombi in Term 3 to learn about his cultural identity and to network with other Aboriginal students from Cessnock schools.

Multicultural education

Multicultural perspectives are always integrated across all Key Learning Areas. The enrolment of four non-English speaking background students at Millfield Public School provided an opportunity for the wider student population to gain insight into other cultures.

Respect and responsibility

The Positive Behaviour for Learning (PBL) approach by the Cessnock Community of Great Public Schools incorporated the school values of respect and responsibility. Each class discussed what respect and responsibility looked like in their room and posters were made to encourage these positive behaviours. This was taken further to include the canteen and the playground.

National partnership programs

Millfield Public School is part of the National Partnerships Low SES program. The school received $69000 to create programs to improve student learning outcomes.

An internal review was conducted which analysed whether our innovative timetable for literacy and numeracy supports improved learning outcomes for individual students. It also looked at the effectiveness of the professional development of staff and its impact on systematic and explicit teaching of the students.

The recommendation was to continue with the innovative timetable for literacy and numeracy, and to expand the Multilit and Quicksmart support programs.

The money has been spent on salaries to employ staff to implement smaller groupings for our Maths and Literacy sessions. Each day, four smaller groups were formed for Maths and five for Literacy. These groups had a maximum of 15 students. This dedicated group time was not interrupted. It consisted of 105 mins from Monday to Thursday for literacy and 60 mins daily for maths. Two extra teachers are employed to teach the additional groups through Priority
Schools Program funding and National Partnerships funding.

Money from the program is also used to pay for an SLSO salary to co-ordinate the Multilit and Quicksmart support programs which began in 2010. By employing a second SLSO, the number of students accessing the programs will be doubled.

**Connected learning**

Millfield Public School had a Connected Classroom installed in the middle of 2010. All teaching staff were upskilled in using the new technology.

**Progress on 2010 targets**

**Target 1**

*Improved literacy skills for all students.*

Our achievements include:

- Ongoing innovative timetable for literacy focused on a personalised approach to meet individualised needs.
- To ensure a systematic and explicit approach to teaching literacy across K-6.
- The introduction of the MULTILIT program to provide support to students who require reading assistance.
- To ensure the elements of the Quality Teaching Framework are evident in programming and pedagogy across the school, through mentoring, peer evaluation and ongoing reflection.

Our achievements include:

- 62.5% of Kindergarten students achieved a PM Reading level of 6.
- 66.7% of Year 2 students achieved a PM Reading level of 24.
- 91% of Year 3 students achieved minimum standards, with 18% achieving proficiency in the NAPLAN.
- 83% of Year 5 students achieved minimum standards, with 0% achieving proficiency in the NAPLAN; 33.3% of students showed growth of 2 skill bands.
- 75% of Year 7 students achieved the expected growth of 1 skill band in the NAPLAN.

**Target 2**

*Improved numeracy skills for all students.*

Strategies to achieve this target include:

- Ongoing innovative timetable for numeracy focused on a personalised approach to meet individualised needs.
- Increase the number of students exceeding the minimal standard in numeracy in Years 3, 5 and 7 in numeracy.
- To ensure a systematic and explicit approach to teaching numeracy across K-6.
- To involve students in the enrichments

Our achievements include:

- 100% of Year 3 students achieved minimum standards, with 18% achieving proficiency in the NAPLAN.
- 83% of Year 5 students achieved minimum standards, with 0% achieving proficiency in the NAPLAN; 33.3% of students showed growth of 2 skill bands.
- 75% of Year 7 students achieved the expected growth of 1 skill band in the NAPLAN.

**Target 3**

*To provide students with opportunities to engage in learning.*

Strategies to achieve this target include:

- Students will have a clear understanding of behaviour and learning expectations within all the school settings
- Ensure monitoring of student attendance across all grades with direct contact with parents of students with poor attendance habits.
- Ensure Aboriginal Education is evident at Millfield PS through classroom programs and whole school initiatives.

Our achievements include:

- 85% of students achieved an attendance rate of 90%.
Students maintained 97% agreement in all aspects of Quality School Life as evidenced by survey.

There was a reduction in the number of behaviour referrals.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Leadership and Mathematics.

Educational and management practice

Leadership

Background
The community perception of school leadership was the focus of the survey. Forty-two surveys were sent to the families at the school and ten surveys were returned. Students in Years 2, 3, 4, 5 and 6 were surveyed.

Findings and conclusions
Parents and students believed that school leaders understand the school and get the best from staff and students. Parents and students were positive that the school is always looking for ways to improve what it does. Most students believed that school leaders are open to new ideas.

Future directions
The school intends to continue formal interviews in 2011 to supplement reports which will offer the opportunity for parents to speak to their child’s teacher about their learning, and will create a better opportunity for students to self-assess.

Mathematics

Background
The community perception of school leadership was the focus of the survey. Forty-two surveys were sent to the families at the school and twelve surveys were returned. Students in Years 2, 3, 4, 5 and 6 were surveyed.

Findings and conclusions

- 100% of respondents strongly agree that Maths is an important subject for their child.
- All respondents feel they are provided with useful reports about their child’s progress in Maths.
- 32% don’t understand how Maths is taught at school.
- 25% somewhat disagree that their child enjoys Maths.
- 81% of students agree that Mathletics is a fun program that helps them to learn.

Future directions
Parent information sessions will be offered in 2011 to explain the different aspects of teaching Maths to parents. The improvement of student learning outcomes remains a focus in our school plan.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Student satisfaction
Results from QSL survey show the following as a percentage of agreement:

- 97% - All aspects of the QSL survey
- 96% - Sense of achievement and relationship to teachers
- 94% - General satisfaction
- 92% - Relevance of schooling and social interaction
- 88% - Sense of adventure.

Staff satisfaction
Staff have indicated that they are satisfied that their teaching practice is supported by critical reflection and an understanding of effective practice and current research.

Parent satisfaction
Results from Parent QSL survey show the following:
Every aspect of the survey was responded to positively by 100% of recipients.

75% of recipients responded as 'strongly agreeing' to the following statements...
- The school takes my concerns seriously.
- The school has a safe and secure environment.
- The school has high expectations of its students.
- The annual school report, newsletters and other information tell me how the school is performing.

All respondents used “Strongly Agree” or “Agree” to all questions about the school’s performance.

Professional learning
A total of $3,563.40 was spent on professional development. The main priority for teachers’ professional learning this year was Quality Teaching, reflecting the priorities in the school plan. Staff, in conjunction with the principal, plan individual professional learning plans for the year.

School development 2009 – 2011
The school set targets in the areas of literacy, numeracy and student engagement as part of the three year strategic plan.

Targets for 2011
Through a thorough evaluation process by staff in conjunction with the wider school community several targets for 2010 have been set.

Target 1
Improved literacy skills for all students.

Strategies to achieve this target include:
- Ongoing innovative timetable for literacy focused on a personalised approach to meet individualised needs.
- To ensure a systematic and explicit approach to teaching literacy across K-6.
- The continuation of the MULTILIT program to provide support to students who require reading assistance.

To ensure the elements of the Quality Teaching Framework are evident in programming and pedagogy across the school, through mentoring, peer evaluation and ongoing reflection.

Our success will be measured by:
- 75% of Kindergarten students achieving a PM reading level of 6.
- 75% of Year 2 students achieving a PM reading level of 24.
- 80% of Year 3 students achieving minimum standards in reading, with 36% achieving proficiency in NAPLAN.
- 100% of Year 5 students achieving minimum standards in reading, with 50% achieving proficiency in the NAPLAN; 80% of students achieving expected growth in reading.
- 80% of Year 7 students achieve expected growth in the NAPLAN in reading.

Target 2
Improved numeracy skills for all students.

Strategies to achieve this target include:
- Ongoing innovative timetable for numeracy focused on a personalised approach to meet individualised needs.
- The continuation of the Quick Smart program to provide support to students who require assistance in Maths.
- To involve students in the enrichments

Our success will be measured by:
- 81% of Year 3 students achieving minimum standards, with 27% achieving proficiency in the NAPLAN.
- 75% of Year 5 students achieving minimum standards, with 37% achieving proficiency in the NAPLAN; 87% of students showing expected growth in numeracy.
- 78% of Year 7 students achieve expected growth in NAPLAN numeracy.
Target 3

To provide students with opportunities to engage in learning.

Strategies to achieve this target include:

- Students will have a clear understanding of behaviour and learning expectations within all the school settings
- Ensure monitoring of student attendance across all grades with direct contact with parents of students with poor attendance habits.
- Ensure Aboriginal Education is evident at Millfield PS through classroom programs and whole school initiatives.

Our success will be measured by:

- 95% of students achieving an attendance rate of 90%.
- Students maintaining 97% agreement in all aspects of Quality School Life as evidenced by survey.
- A reduction in the number of behaviour referrals.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Jonathan Ridgway Principal
Emily Pringle Teacher
Heidi Lightfoot Teacher
Deborah Noon P&C President

School contact information

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

Web: www.millfield-p.schools.nsw.edu.au
School Code: 2555
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: