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 increased to a record high of 69 in February 2009.

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 2009 the school began 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 Priority Schools Program funding.

The school participated in the Active After School program for four terms and the Premiers Sporting Challenge during term 3.

Student achievement in 2009

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

Literacy – NAPLAN Year 3

- Reading - 100% at or above minimum standard, 11% proficient
- Writing – 89% at or above minimum standard, 44% proficient

Numeracy – NAPLAN Year 3

- 78% at or above minimum standard, 22% proficient

Literacy – NAPLAN Year 5

- Reading - 100% at or above minimum standard, 10% proficient
- Writing – 80% at or above minimum standard, 10% proficient
- School’s average growth in Year 3 to Year 5 in Reading significantly exceeded state with 90% of students growing two skill bands.

- School’s average growth in Year 3 to Year 5 in Writing was significantly below state - 40% of students with negative growth.

Numeracy – NAPLAN Year 5

- 90% at or above minimum standard, 20% proficient
- School’s average growth in Year 3 to Year 5 in Numeracy below state by 14 points.

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.

Jonathan Ridgway

P&C message

Millfield is a small rural town with a focus on family and community. That same focus can be felt very strongly through the school and it’s P&C, creating an avenue for families to become involved in the school.

This year, we have said a fond farewell to some very long standing members of the P&C, who are well known and respected members of the community. We thank the previous members for their diligent hard work, and the legacy they have left behind them. We also thank the families who give their time to the P&C and those who have done so for many years.

Our community is one of growth, and this year’s success with fund-raising is a reflection of the support and generous donations the P&C have gratefully received on behalf of the school.
The major fund raising event is a fireworks night in August, where the school, P&C and families all come together to make this event a success every year. We have a uniform shop, and a canteen that operates every Friday, run by parents. Other fundraising includes pie & cake drives, disco and raffles.

This year we are looking to donate a Smartboard for one of the demountable classrooms, which means that all classrooms will have one. The P&C also subsidise the Year 4,5,6 excursion, the year 6 farewell night, and the school’s end of year fun day.

We welcome all families to attend our meetings which are held once a month, and encourage new fundraising ideas and suggestions for activities.

Deborah Noon, P&C President

Student representative’s message

In 2009 we had ten 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 bushfire victims of Victoria and Stewart House.

Cameron Marsh and Georgia Eddy (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.

Student enrolment profile

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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</td>
<td>K</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>1/2/3</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1/2/3</td>
<td>2</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>1/2/3</td>
<td>3</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>5</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes

There were three, small multi-grade classes which catered for all students. During literacy and maths sessions, these three classes were divided into 5 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
Millfield Public School has a permanent staff allocation of three teachers and a part time teacher for teacher relief and library.

<table>
<thead>
<tr>
<th>Position</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1 day</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>5 days</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>1 day</td>
</tr>
<tr>
<td>General assistant</td>
<td>1 day</td>
</tr>
<tr>
<td>2 part time Teachers Aides</td>
<td>variable</td>
</tr>
</tbody>
</table>

Staff retention
A new principal headed the staff at Millfield Public School in 2009.

A permanent teacher was in a shared position for the majority of the year, and went on maternity leave in Term 4 of 2009.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2009 the average daily attendance rate for staff, as determined by the Department, was ninety seven percent.

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.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>63 858.18</td>
</tr>
<tr>
<td>Global funds</td>
<td>58 473.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>107 413.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13 429.49</td>
</tr>
<tr>
<td>Interest</td>
<td>2 558.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 066.26</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>250 798.64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7 068.05</td>
</tr>
<tr>
<td>Excursions</td>
<td>6 004.56</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4 626.15</td>
</tr>
<tr>
<td>Library</td>
<td>2 270.08</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 900.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>130 791.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7 306.50</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>23 310.18</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7 383.39</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 136.41</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4 813.57</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>201 609.97</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>49 188.67</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 2009 financial statement is tabled at the annual general meeting of the school’s P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009
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 at assemblies.

Parents co-ordinated a drama group that ran at lunchtimes in Term 2. Two plays were performed to the school community mid year.
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. A Year 5 girl progressed to the Zone swimming carnival in the 50 metre events of freestyle, breaststroke, butterfly and backstroke. Two weeks of intensive swimming was offered to all students from Year 2 to Year 6.

Millfield Public School hosted a combined Tabloid Sports day with Laguna, Wollombi and Congewai Public Schools for the fifth 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 2009. The school received a gold overall award with each of the classes achieving gold level. The award was for the amount of time students were active each day.

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

All students took part in the 1.5 million sporting passes challenge. They made a total of 86 576 passes, which was an average of 1292 passes per child.

Other

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

Students competed in the NSW University competitions in English, Spelling, 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 Sydney in Term 4. The itinerary included a visit to Hyde Park Barracks as part of a unit about Australia. This was a two-day, one-night excursion and parents accompanied the teachers and students.

Kindergarten to Year 3 students and parents went to the Reptile Park to supplement a unit on Australian animals.

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 the assessments.

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

Year 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.
The literacy results include tests for reading, spelling, writing, grammar and punctuation.

Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5

The literacy results include tests for reading, spelling, writing, grammar and punctuation.
Minimum standards

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

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.

**Minimum standards**

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

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 2009**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and 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 2009**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and 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 implemented an innovative timetable for literacy and numeracy focused on a personalised approach to meet individualised needs. Each day, five smaller groups were formed for literacy and numeracy. These groups had a maximum of 15 students. This dedicated group time was not interrupted. It consisted of 90 mins daily for literacy and 60 mins daily for maths. Two extra teachers are employed to teach the additional groups through Priority Schools Program funding.

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 tae kwon do, touch football, rock climbing, gymnastics, developmental movement skills 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. The school flew the Aboriginal flag during NAIDOC week.

The principal attended the Yarnteen Camp at Wollombi in term 4 to learn about and discuss the delivery of Aboriginal education to 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 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.
Progress on 2009 targets

Target 1
Improved literacy skills for all students.
Strategies to achieve this target include:
- School organisation delivers flexible groupings to maximise student achievement.
- Scope and sequence for text types and associated grammar developed and implemented.
- Consistency of pedagogy K-6 demonstrating whole approach to teaching and learning.
- Collaboratively planning and assessing K-6 to promote consistency.

Our achievements include:
- 62.5% of Kindergarten students achieving a PM Reading level of 6.
- 33% of Year 2 students achieving a PM Reading level of 24.
- 89% of Year 3 students achieving minimum standards.
- 90% of Year 5 students achieving minimum standards.

Target 2
Improved numeracy skills for all students.
Strategies to achieve this target include:
- School organisation delivers flexible groupings to maximise student achievement.
- Scope and sequence for the delivery of the maths syllabus developed and implemented.
- Consistency of pedagogy K-6 demonstrating whole approach to teaching and learning.
- Collaboratively planning and assessing K-6 to promote consistency.

Our achievements include:
- SENA tests shows 75% of students K-2 achieving minimum standards.
- 78% of Year 3 students achieving minimum standards.
- 90% of Year 5 students achieving minimum standards.

Target 3
To provide students with opportunities to engage in learning.

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 2009 our school carried out evaluations of school learning and reading. Students, parents and staff were surveyed using SchoolMap surveys.

Educational and management practice - Learning

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

Findings and conclusions
Parents and students believed that the students were the main concern of the school and that it catered for the learning needs of all students. Parents and students were proud of the school achievements while most of the replies believe that the school encouraged everyone to learn. Most students believed that the school praised and rewarded students who were successful.
- For most questions, ‘Almost always’ or ‘Usually’ were the predominant responses.
- Two questions were responded to with less assurance –
  - Q2. Teachers talk to me about my child’s learning.
  - Q9. My child looks at samples of his/her work over time to see how he/she has improved.
Future directions
The school intends to implement formal interviews in 2010 to supplement reports which will create more opportunity for parents to speak to their child’s teacher about their learning, and will create a better opportunity for students to self-assess.

Curriculum - Reading

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

Findings and conclusions
- 100% of respondents strongly agree that English is an important subject for their child.
- All respondents feel confident with assisting their children with reading at home, but would find further training by the school as valuable.
- 20% don’t understand how reading is taught at school.
- 15% somewhat disagree that their child enjoys reading.
- 85% find progress reports on their child’s reading useful.

Future directions
Parent information sessions could be used to explain the different aspects of writing to parents. Different writing styles would be published in the newsletter, as would tips for parents re helping children how to read.

Parent, student, and teacher satisfaction
In 2009 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 with their delivery of quality teaching within a stimulating and secure environment.
- 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 $3,575.04 was spent on professional development. The main priority for teachers’ professional learning this year was Positive Behaviour for Learning (PBL), reflecting the priorities in the school plan. Staff, in conjunction with the principal, plan individual professional learning 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 2010
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 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 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.
- 67% of Year 3 students achieving minimum standards, with 25% achieving proficiency in the NAPLAN.
- 83% of Year 5 students achieving minimum standards, with 16% achieving proficiency in the NAPLAN; 80% of students showing growth of 2 skill bands, with the school's average growth greater than the state.
- 80% of Year 7 students achieve 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 success will be measured by:

- SENA tests shows 75% of students K-2 achieving minimum standards.
- 75% of Year 3 students achieving minimum standards, with 8% achieving proficiency in the NAPLAN.
- 67% of Year 5 students achieving minimum standards, with 25% achieving proficiency in the NAPLAN; all students showing growth of 2 skill bands.
- Year 7 students achieve 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:

- 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 maintain 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
Kelly Latter, Heidi Lightfoot   Teachers
Deborah Noon   P&C President

**School contact information**

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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: