Millfield Public School
Annual School Report

2012
Our school at a glance

Millfield Public School is a small school 20 kilometres south-west of Cessnock. School priorities focus on the improvement of student Literacy and Numeracy levels, while ensuring student welfare is at the forefront of all programs. The school provides a balanced curriculum of English, Mathematics, Science, HSIE, PD/H/PE, Art, Music, Dance, Drama and Sport. Through a personal and nurturing environment, students display outstanding manners and are accepting of others. We are a member of the Cessnock Community of Great Public Schools who works together to achieve the best possible outcomes for all students in the Cessnock Area.

Students

Millfield Public School has maintained its student population at around 60 students for that last 5 years. This year we have 62 students of which boys made up 66% of the student population and girls 34%. Five percent of the students identify as Aboriginal.

Significant programs and initiatives

In 2012 the school continued implementing an innovative timetable for Literacy and Numeracy focussed on a personalised approach to meet individualised needs. An additional teacher was employed to reduce the numbers of students in Literacy and Numeracy sessions each morning. Funded through the National Partnership (Low SES) and Priority Schools Program, this allows teaching staff to develop individual learning plans for each student to build on strengths and improve any weaknesses in these areas. The school also continued the QuickSmart Numeracy and MultiLit Literacy programs for targeted students who required consolidation of basic skills. Millfield continued its participation in the Active After School program as well as the Premier’s Reading and Sporting Challenges.

Student achievement in 2012

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

Literacy – NAPLAN Year 3

- Reading – 87% of students were at or above National Minimum Standard, with 25% at a proficient level.
- Writing – 100% of students were at or above National Minimum Standard with 25% at a proficient level.

Numeracy – NAPLAN Year 3

- 100% of students achieved above National Minimum Standard, with 14% in the proficient bands.

Literacy – NAPLAN Year 5

- Reading – 42% of students were at or above National Minimum standard, with no students in the proficient bands
- The school’s average growth from Year 3 to Year 5 in Reading was significantly below state with 16% of students achieving expected growth.
- Writing – 83% of students were at or above National Minimum Standard with no students in proficient bands.
- Spelling – School average growth (98.4) in spelling was above state growth averages (94.3).

Numeracy – NAPLAN Year 5

- 100% of students were at or above National Minimum Standard. 8% of students fell in the proficient bands.
- School’s average growth in Year 3 to Year 5 in Numeracy was 88.5%. This was just below the state average of 96.6%. 50% of students achieved expected growth in Numeracy.

Messages

Principal’s message

In completing my first year as Principal, I have been proud to be associated with the students, teachers and parents of Millfield Public School in 2012. Our achievements have been numerous, exciting and varied, and all stakeholders can take pride in their efforts and accomplishments.
As this report will demonstrate, Millfield Public School has continued to develop its existing and effective programs and introduce some new and innovative ideas that have enhanced our children’s education. For example, we have continued to implement the highly successful QuickSmart and MultiLit programs, while introducing a focus on individual planning around the Literacy and Numeracy Continuums to better meet student needs.

In our second last year of the National Partnerships (Low SES) and Priority Schools Program (Equity), funding has allowed the school to employ extra staff to provide additional support to students at all stages of their learning. These resources have allowed teachers and students to increase their skills to have a long lasting effect on conclusion of this program at the end of 2013.

Thanks must go to the entire school staff on their professionalism, caring attitude and persistence. I feel proud to be a member of such a supportive team, and am excited to see what they can achieve in 2013.

I also thank the community for the support shown to our school in 2012. Our P&C members have worked tirelessly this year to raise funds for our students and their support towards school initiatives has allowed us to strive for improved outcomes for all our students.

As we move on to 2013, I am excited to see what we can achieve, knowing the directions and accomplishments of 2012 have paved the way for success into the future at Millfield Public School.

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.

Scott Anderson - Principal

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 its P&C, creating an avenue for families to become involved in the school.

Our community is one of growth, and this year’s success with fundraising is a reflection of the support and generous donations the P&C have gratefully received on behalf of the school.

The major fundraising event last year was the school’s Bush Dance which was held in Term 4. This was a fantastic night for our school community, while raising $1345. We also held Mothers’ Day and Fathers’ Day stalls throughout the year with the P&C and school families donating gifts.

We have a uniform shop, and a canteen that operates every Friday, run by P&C volunteers. Other fundraising included a pie/cake drive, and raffles.

Major donations to the school in 2012 from P&C included $1000 towards subsidising the Yr 4/5/6 Excursion to Sydney, $300 for Ambulance cover for all students, and $345 towards buses for the movie day whole school excursion.

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

Karen Ringland – P&C President

Millfield PS Bush Dance- 20th October 2012

Student representative’s message

Millfield Public School’s Student Representative Council consisted of nine students in 2012. It included the School Captains, Vice Captains and an elected representative from each year. One of SRC duties included selecting students who had been demonstrating our core values (Safe, Respectful and Responsible), for the junior and senior student of the month.

We also conducted a range of in-school fundraising activities which included a Crazy Hair Day, Pyjama...
Day, Super Hero Day, Bandana Day and an Easter Egg Guessing Competition. These funds were then donated to a range of charities.

Taylah Hollingshed and Cloe Hindmarsh 2012 SRC Representatives

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

Millfield Public School has maintained its student population at approximately 60 students for the last 5 years. In 2012 we had 62 students of which boys made up 66% of the student population and girls 34%. Five percent of the students identify as Aboriginal.

Student attendance profile

Student attendance rates again stayed above 90.1% in 2012. This was below state average, although due to our small number of students, this was affected by two individual students.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.9</td>
<td>91.6</td>
<td>92.4</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.6</td>
<td>92.2</td>
<td>90.3</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.5</td>
<td>92.5</td>
<td>95.1</td>
<td>88.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.3</td>
<td>94.1</td>
<td>90.4</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>87.4</td>
<td>95.6</td>
<td>94.5</td>
<td>86.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.2</td>
<td>91.5</td>
<td>96.4</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.3</td>
<td>96.7</td>
<td>90.5</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.8</td>
<td>92.8</td>
<td>93.6</td>
<td>92.8</td>
<td>91.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

Formalised attendance tracking ensures patterns of non-attendance are closely monitored. Parental support is offered when individual student attendance is of concern (including late arrival). Regular attendance is encouraged through a range of programs including extrinsic rewards.

Class Sizes and Structure

There were three, multi-grade classes which catered for all students in 2012. During Literacy and Numeracy sessions, an additional teacher was employed, with these three classes divided into 4 groups to better cater for individual learning needs.

<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>8</td>
<td>17</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>2/3/4</td>
<td>2</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>7</td>
<td>24</td>
</tr>
</tbody>
</table>

Staff information

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

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. Staff are involved in ongoing professional development and review to ensure teaching and learning activities are of the highest standard.

There are three multi-aged classes. These are taught by a committed staff which includes a teaching principal. An additional teacher is employed to reduce the number of students when teaching Literacy and Numeracy, to enable teachers to develop individual learning plans for each student. All teaching staff meet the professional requirements for teaching in NSW public schools.

### 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>3</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>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.1</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>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012, no current staff members identify as being from an indigenous background.

### Staff retention

Millfield Public School retained all teaching staff from 2011. A new principal began at the start of 2012. Two staff members took maternity leave at the end of 2012 and were replaced by high quality temporary staff.

### 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>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>36794.94</td>
</tr>
<tr>
<td>Global funds</td>
<td>77035.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>79744.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21665.91</td>
</tr>
<tr>
<td>Interest</td>
<td>2407.94</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7430.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>225079.40</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>8212.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>13246.64</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2426.99</td>
</tr>
<tr>
<td>Library</td>
<td>1575.39</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>260.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>75609.87</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5552.93</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>20310.42</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>11469.39</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7854.69</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5217.24</td>
</tr>
<tr>
<td>Capital programs</td>
<td>2168.19</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>153904.66</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>71174.74</td>
</tr>
</tbody>
</table>

### Notes:

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2012

#### Achievements

### 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)

Reading – NAPLAN Year 3
To protect the privacy of individual students, no graphs are available for cohorts of less than 10 students.

No data is available for Year 3 Reading due to a cohort of less than 10 students, however 75% of students achieved scores in the top 4 bands in 2012. This contrasts the school average 2008-2012 which shows students over represented in the bottom bands.

Numeracy – NAPLAN Year 3
No data is available for Year 3 numeracy due to a cohort of less than 10 students, however 100% of students achieved band 3 or higher in Numeracy in 2012. This contrasts the school average 2008-2012 which shows students over represented in the bottom bands.

Reading – NAPLAN Year 5
In 2012, students were over represented in the lowest band. This was due to 3 students achieving results well below expected achievement based on other school based assessments.
Numeracy – NAPLAN Year 5

![Year 5 NAPLAN Numeracy](image)

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0.0</td>
<td>41.7</td>
<td>25.0</td>
<td>25.0</td>
<td>8.3</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0%</td>
<td>41.7%</td>
<td>25.0%</td>
<td>25.0%</td>
<td>8.3%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>10.5</td>
<td>34.2</td>
<td>23.7</td>
<td>23.7</td>
<td>7.9</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>9.9</td>
<td>18.5</td>
<td>29.8</td>
<td>24.1</td>
<td>11.6</td>
<td>6.1</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>13.2</td>
<td>24.6</td>
<td>26.7</td>
<td>14.2</td>
<td>15.0</td>
<td></td>
</tr>
</tbody>
</table>

Average progress in Reading between Year 3 and 5

![Average progress in Reading between Year 3 and 5](image)

**Progress in Reading**

Although average progress in Reading is still below state levels, the average progress over the past three years has dramatically increased from 79.7 difference in 2010 to 22.4 difference in 2012. The 2012 progress figure was also lower than expected due to two students receiving NAPLAN marks in Reading well below ongoing school assessments had predicted.

Progress in Spelling

Student average growth rate in NAPLAN Spelling (98.4) was above State (94.8) and Same School Group (95.4) averages in 2012.

![Average progress in Spelling between Year 3 and 5](image)

**Progress in Numeracy**

Although average progress in Numeracy is still below State levels, the average has increased by 37% over the last 3 years. When compared to state levels, disparity between Millfield P.S students and state average growth reduced from 34.4 difference in 2010 to 11.5 difference in 2012. 50% of students achieved average expected growth in 2012.

![Average progress in Numeracy between Year 3 and 5*](image)

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

![Percentage in bands: Year 5 Numeracy](image)

![Average score, 2012](image)
Minimum standards

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

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 throughout the year with an Acknowledgement of Country. The school flies the Aboriginal flag daily.

Two students attended the local Aboriginal and Torres Strait Islander student camp at Wollombi which immersed these students in their Aboriginal Culture and provided a range of cultural activities.

The Books in Homes Program was implemented in 2012, supported by the Cessnock Community of Great Public Schools. Aboriginal students were able to select 3 free books to take home to encourage literacy practices in the home environment. Students reported enjoying taking part in this program, although many did not improve reading habits at home.

Multicultural education

Multicultural perspectives are always integrated across all Key Learning Areas. Specific multicultural units are covered in Human Society and Environment lessons to ensure students have a good understanding of different cultures and how they contribute to Australian identity.

In Term 2, the school held a celebration which included guest speakers and performers from a range of cultures.

In Term 4, students participated in an excursion to Sydney, of which many of the activities focused on Australia’s multicultural history and composition. Students also visited sites of significance for a range of cultures.

National partnership programs

Millfield Public School continued its involvement in the 4 year National Partnerships (Low SES) program in 2012. This program will cease at the conclusion of 2013. Funds were used to improve Literacy and Numeracy outcomes for students. The MultiLit and QuickSmart programs were implemented targeting specific students with the aims of improving their basic skills in Literacy and Numeracy. Two School Learning Support Officers have been trained in the implementation of these programs, with students attending targeted groups 3 times per week.

Funds were also used to provide additional teaching support, reducing class sizes in Literacy and Numeracy. This allowed planning to meet individual student outcomes.
Equity Programs

The school receives Equity funding which allows for additional teacher support, resources and programs to support student learning outcomes.

In 2012, these funds were allocated towards providing and extra teacher during Literacy and Numeracy groups to help deliver individual planning for all students. All teachers are now programming based on each students’ place on the Literacy and Numeracy Continuum, which is updated every 5 weeks.

Other programs

Positive Behaviour for Learning

In conjunction with the Cessnock Community of Great Public Schools, Millfield Public School continued its implementation of PBL (Positive Behaviour for Learning) in 2012. It continued to show effects on settled behaviour in the classroom and playground with a reduction in behaviour referrals for minor incidents. Students reported having clearer expectations of behaviour in specific areas around the school.

Gifted and Talented

Throughout 2012 Year 6 students participated in a range of transition activities with Mount View High School. These included an Orientation Day, a Maths and Science Fun Day, as well as GATS opportunities in Arts and Science. This ensured smooth transition into Year 7 in 2012.

Kindergarten Orientation

A Kindergarten Transition Program took place in Term 4 this year to support students starting Kindergarten at our school in 2013. Students participated in a wide variety of activities, including whole school events and classroom visits. A detailed parent program was run in conjunction with student times for the first time in 2012. These parent sessions included information on school routines, Literacy and Numeracy support, and guest speakers from the education and health sectors. Parent feedback was very positive in relation to these sessions.

Sport

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

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

Primary students competed at the Small Schools Swimming Carnival held at Cessnock Pool. 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 seventh consecutive year. Students also participated in several Small Schools Sports Days organised in conjunction with Paxton, Congewai and Ellalong Public Schools.
Progress on 2011 targets

Target 1

**Outcome:** Improved Literacy outcomes for all students.

Our achievements include:

- All students are now plotted on the DEC Literacy and Numeracy Continuum. These are now updated twice a term to assist with individual programming for students.

- **MultiLit** data demonstrated students involved in this program became more confident in literacy lessons, as well as seeing substantial gains in Reading Recovery levels. All students involved achieved above National Minimum Standards in Reading and Writing.

- NAPLAN results demonstrated average growth in spelling was above both State and SSG levels.

Target 2

Outcome: Improved Numeracy outcomes for all students.

Our achievements include:

- All students are now plotted on the DEC and Numeracy Continuum. These are now updated twice a term to assist with individual programming for students.

- **NAPLAN** data showed all students achieved above National Minimum Standards in Numeracy.

- Data obtained from the QuickSmart program indicated all students had improved accuracy and speed in this program. Students also stated that the skills obtained from this program made them feel more confident in all areas of mathematics when returning to the classroom.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the QuickSmart and MultiLit programs funded through National Partnership (Low SES).

Implementation of the QuickSmart and Multilit programs to improve student Literacy and Numeracy standards.

Background

Due to a high number of students falling in the lower bands of NAPLAN in Literacy and Numeracy, the school introduced and implemented the QuickSmart mathematics program and the MULTILIT literacy program for those students who need consolidation in accessing learning in their classrooms. The programs have been rigorous in their research and development and have taken considerable effort and expense to establish as an integral part of the school’s culture.

Findings and conclusions

**Findings - Multilit**

- Assessment of student achievement by SLSO’s during Multilit sessions showed pleasing results for all students.

- Teacher’s indicated that students who participated in the program returned to regular classes with more confidence, and an increased skill base in reading, writing and spelling.

- Although teachers could see the benefits of the program, they were concerned with the long periods of time the program took up each day, and were worried that students may be missing important parts of each day’s literacy session. They were also concerned that due to the long individual format of session times, it was not reaching a larger number of students in need.

- NAPLAN 2012 data indicates that the Yr 5 students participating in the program achieved growth well beyond expected levels.

- NAPLAN 2012 data also showed that the Yr 3 students participating in Multilit, achieved at or above minimum standards in reading. These
students were classified at risk before participation in this program.

• All parents interviewed indicated that they believe their children have benefitted greatly from this program

Findings - Quicksmart

• Quicksmart assessment shows 100% of students participating in the program had improved their basic facts recall substantially.

• NAPLAN 2012 results showed no students fell in the bottom two bands in numeracy, with several students classified at risk. It did however not extend students into the higher bands in numeracy as hoped.

• QuickSmart data shows that although basic skills are improving greatly, problem solving remains an issue with students.

• Student focus groups responses showed that all students believed QuickSmart was helping them with their maths skills, and this was helping when back in class.

• Students indicated they enjoyed using the flashcards and graphing their results to see improvement.

• Students also indicated that they enjoyed working with a partner of similar ability in this program.

• Students did however raise concerns over time spend out of class, and that they were often called out in the middle of an in-class activity.

• Teaching staff stated that they had seen improvements in the basic skills of their students, and this was leading to increased confidence in numeracy based activities.

• 100% of Parents interviewed believed their children enjoyed participating in QuickSmart and were improving their skills in numeracy as a result of the program.

Conclusions

• Multilit and Quicksmart are successful and effective remedial programs which are having positive impacts on student outcomes.

• All teaching staff are supportive of the programs and understand its value in the school.

• Care must be taken to ensure these remedial programs have a minimal effect on the students learning in the classroom.

• The expense of these programs remains to be an issue beyond National Partnerships.

Future directions

Multilit has been successful for the students involved and is intended to keep running in 2013. It is planned that teaching staff will continue more professional development, and analysis related to this program, so that valuable aspects of the program can be integrated into classroom teaching and assessment if funding no longer allowed the program to run in its current format. It will be investigated whether aspects of the program could also be carried out by the school’s Learning and Support Teacher with small groups.

QuickSmart will continue in 2013. It is intended from this point on to invite Year 4 students only on the program. This is the lowest recommended age for the program. It also means that the school will get to see the value-added data from the program through the NAPLAN growth data. With only one grade participating, there will be less students on the program, less time and funding needed, and less disruption to classes. This coincides with the last year of National Partnership funding and will help with sustainability.

A reduction in students on the program will allow one of the trained support staff to help integrate QuickSmart principles into the classrooms. Staff will also endeavour to include more QuickSmart ideas, language and practices in the daily classroom routines to both support all students, while preparing for the finish of National partnerships if QuickSmart is not continued or scaled down due to cost.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school on a range of issues. Their responses are presented below.

Student led conferences

Student led conferences occurred at the end of Term 2 with the intention of providing an opportunity for students, parents and their teachers to share in the learning journey. A survey was distributed to all parents after the event to evaluate its effectiveness.
Responses indicated:

- All attending parents believed it gave a valuable insight into how their child was going at school.
- All attending parents believed they had received some ideas on how to help their child at home.
- 85% of parents indicated that they preferred the student led conferences when compared to teacher/parent.
- All attending parents indicated that teaching staff were approachable and knew the learning needs of their child.

**Bullying**

In conjunction with the National Day of Action against Bullying, parents and students were surveyed to evaluate the effectiveness of the schools Anti-Bullying and Welfare policies.

Responses indicated:

- 100% of parents felt that the school environment was conducive to happy and safe students.
- 80% of parents indicated that their child had not been bullied while a student at the school.
- 93% of parents stated that they felt the school dealt with bullying incidents well.
- 68% of students stated they had never been bullied at school.
- 90% of students stated that teachers dealt with bullying well at school.

**Professional learning**

All staff participate in Professional Learning throughout the school year to develop personal and school priorities. School expenditure on Professional Learning for teaching staff in 2012 was $3597.65. A further $260 was allocated for SASS staff training.

In 2012, the school’s major emphasis for Professional Learning focused on supporting our annual school targets and Department of Education and Communities priorities.

All staff participated in a total of five school development days in 2012. These days included:

- Mandatory training including Emergency Care & CPR, Child Protection, Workplace Health and Safety and anaphylaxis training.
- Teacher Quality and Programming
- Implementation of DEC Literacy and Numeracy Continuums.
- Planning for individual learning in Literacy and Numeracy.
- QuickSmart and MultiLit training
- Australian Curriculum

Staff also participated in weekly professional development. These sessions were focused around priorities in the School Plan.

Staff attended a range of courses and professional development activities highlighted by the Hunter Central Coast Engagement Symposium.

Extra Professional learning activities and support was available to New Scheme Teachers at either accreditation or maintenance levels.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

*Improved Literacy outcomes for all students*

By the end of 2014, 50% of students K-6 will be achieving the relevant clusters for reading texts, comprehension and aspects of writing in the DEC Literacy Continuum.

*NAPLAN, Best Start, Reading Recovery levels and school assessment data will be used to inform teacher judgement.

**2013 Targets to achieve this outcome include:**

- To increase the percentage of all students (K-6) achieving their year appropriate clusters in reading texts from 21% in June 2012 to 40% by the end of 2013.
- To increase the percentage of all students (K-6) achieving their year appropriate clusters in comprehension from 11% in June 2012 to 30% by the end of 2013.
- To increase the percentage of all students (K-6) achieving their year appropriate clusters in aspects of writing from 16% in June 2012 to 30% by the end of 2013.

**Strategies to achieve these targets include:**
- Continuation of the school’s MultiLit program to provide intervention for students at risk in Literacy.
- Employment of an additional staff member to allow smaller groupings in Literacy and allow individual student planning.
- Use of the DEC Literacy Continuum to plot all students, tailoring teaching to individual needs.

**School priority 2**

**Outcome for 2012–2014**

*Improved numeracy outcomes for all students*

By the end of 2014, 50% of students K-6 will be achieving expected growth in all aspects of the DEC Numeracy Continuum from 21% in June 2012. Interim targets to achieve this will be 30% (2012) and 40% (2013).

*NAPLAN, Best Start and school assessment data will be used to inform teacher judgement*

**2013 Targets to achieve this outcome include:**
- To increase the percentage of all students (K-6) achieving their year appropriate clusters in all aspects of the DEC Numeracy Continuum from 21% in June 2012 to **40% by the end of 2013**.

**Strategies to achieve these targets include:**
- Continuation of the schools QuickSmart program to improve basic skills in Numeracy.
- Employment of an additional staff member to allow smaller groupings in Numeracy and allow individual student planning.

- Use of the DEC Numeracy Continuum to plot all students, tailoring teaching to individual needs.

**School priority 3**

**Outcome for 2012–2014**

All students are engaged in classroom learning as demonstrated by regular attendance and improved academic outcomes.

**2013 Targets to achieve this outcome include:**
- School attendance rates reach an interim level of 93.5%.
- Student behaviour referrals will be reduced by at least 15% from 2011 levels (106).

**Strategies to achieve these targets include:**
- Develop weekly and long term attendance incentives to encourage regular attendance at school.
- Refresh the Positive Behaviour for Learning program in the school (utilising new levels of support) to ensure there are clear expectations and behaviour across the school. This may include professional development for new staff.

**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.

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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: