School context statement

Millfield Public School is a small school situated on the edge of Millfield Township, 12 kilometres south west of Cessnock. The school delivers quality academic, social and extra-curricular programs to develop our students to reach their full potential in all areas.

The school consists of three multi aged classes, with school enrolment remaining steady with between 55 and 60 students being enrolled each year over the last 5 years. Boys make up 54% and girls 44% of the student population with 10% of students identifying as Aboriginal.

The school’s focus is on quality literacy and numeracy programs which utilise technology through interactive whiteboards and tablets to increase student engagement. This has included targeted programs such as QuickSmart and Focus on Reading. Staff and students at Millfield Public School strive to model our school’s Positive Behaviour for Learning (PBL) expectations of respect, responsibility and safety.

The school endeavours to involve parents and community members in the school wherever possible. The Parents and Citizens’ Association organises social events and opportunities for raising funds to support students including operating the canteen which is open each Thursday. Communication between the school and community centres around weekly newsletters, a regularly updated school website/social media, and individual notes and letters. Staff often meet informally with parents at the school gate where personal relationships are further developed.

National Assessment Program – Literacy and Numeracy (NAPLAN) data shows that in both Year 3 and 5 the school is over represented in the lower three bands with few students achieving proficiency in these areas. The school has, however, shown outstanding growth in both Literacy and Numeracy from both Years 3-5 and Years 5-7.

The school is a member of the Cessnock Community of Great Public Schools and works collaboratively with neighbouring public schools to provide positive outcomes for all students across the community.

Principal’s message

In completing my third year as Principal at our wonderful school, I have been proud to be associated with the students, teachers and parents of Millfield Public School in 2014. 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 effective programs and introduce some new and innovative ideas that have enhanced our students educational and social outcomes. These have been highlighted again by outstanding growth figures in this year’s NAPLAN assessments.

The Equity Funding received as part of our Resource Allocation (RAM) has allowed us to build on many of the great gains made through National Partnerships (Low SES) and Priority Schools Program (Equity) in previous years. Funding has allowed the school to employ extra staff to provide additional support to students at all stages of their learning and implement specific learning programs for all students. These resources have allowed teachers and students to increase their skills.

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 we can achieve in 2015.

I also thank the community for the support shown to our school in 2014. Our P&C members and helping parents 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 into 2015, I am excited to see what we can achieve, knowing the directions and accomplishments of 2014 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

Parents and Citizens Association Message

The Millfield Parent and Citizens group have had a fantastic year in 2014, providing a range of resources for our students. I would like to give a huge thank you to all who have helped on the P&C or through its events during 2014. This included helping with mother’s/father’s day stalls, organising fundraising events, and our regular canteen helpers. Without all these wonderful people, none of this could have been achieved.

We have started to see more people helping in the canteen, and our numbers at meetings have been
steadily increasing. We have secured the Millfield Community Spring Fair ($4500) and Cessnock Horse Sports Day ($2400) as annual events and formed our major fundraisers again this year. Other funds were raised through a range of events including Mother’s and Father’s day raffles and stalls, BBQ’s, Peter Pan catering, Cookie Dough drive, Holiday Raffle, the Christmas Raffle and presentation day lunch.

The P&C has contributed a range of resources to our students this year. Funds raised were then used to contribute $9000 in joint funding towards an extension of the current COLA, and $600 towards the end of year party day and Year 6 Farewell.

The P&C has also been involved in discussions around the strategic directions for Millfield Public Schools 2015-2017 Plan.

Thank you again to anyone who has contributed in any way to our P&C this year and hope the involvement of parents continues in 2015.

Teresa Butler- P&C Treasurer

**Student Representative Message**

As a student group, we worked together to assist the students in our school through a range of initiatives. Our SRC was made up of an elected student from each grade, and our Captains and Vice Captains.

We held a number of Fundraisers throughout the year to support a range of charities and school activities. These included:

- A cupcake stall
- Pyjama Day for Mitochondrial disease
- Easter Egg guessing competition
- Bandanna Day to raise money for CANTEEN
- A Beanie day for Brain Cancer research

Our SRC team was an amazing team who worked well together while modelling our school values of Responsible, Respectful and Safe to other students.

**Student information**

It is a requirement that the reporting of information for all students 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 2014 we had 59 students of which boys made up 54% of the student population and girls 46%. Five students (9%) students identified as Aboriginal.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36</td>
<td>38</td>
<td>36</td>
<td>43</td>
<td>37</td>
<td>36</td>
<td>32</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>28</td>
<td>25</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

NB. Enrolment numbers were 59 from 1st April 2014.

**Class Sizes**

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1/2</td>
<td>14</td>
</tr>
<tr>
<td>2/3/4</td>
<td>22</td>
</tr>
<tr>
<td>5/6</td>
<td>17</td>
</tr>
</tbody>
</table>
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>95.9</td>
<td>91.6</td>
<td>92.4</td>
<td>93.1</td>
<td>96.3</td>
<td>96.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>91.6</td>
<td>92.2</td>
<td>90.3</td>
<td>91.1</td>
<td>96.0</td>
<td>94.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>91.5</td>
<td>92.5</td>
<td>95.1</td>
<td>88.5</td>
<td>95.7</td>
<td>89.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>94.3</td>
<td>94.1</td>
<td>90.4</td>
<td>96.2</td>
<td>91.6</td>
<td>91.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>87.4</td>
<td>95.6</td>
<td>94.5</td>
<td>86.8</td>
<td>94.6</td>
<td>90.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>94.2</td>
<td>91.5</td>
<td>96.4</td>
<td>92.9</td>
<td>93.4</td>
<td>97.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>94.3</td>
<td>96.7</td>
<td>90.5</td>
<td>92.1</td>
<td>94.1</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC</td>
<td>92.8</td>
<td>93.6</td>
<td>92.8</td>
<td>91.3</td>
<td>94.6</td>
<td>93.5</td>
<td></td>
<td></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 positive reward incentives for whole classes and individuals.

Workforce information

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

Workforce composition

Millfield Public School has an enthusiastic and committed staff that consists of a Teaching Principal, 4 teachers, 1 School Learning Support Officers (SLSOs), a School Administration Manager and a School Administration Officer (1 day per week). Staff undertake regular and targeted professional learning to ensure that teaching is aligned with best practice. This has included focuses on Quality Teaching, Integration of technology, The New K-10 Curriculum, and Reading Difficulties as outlined in the school plan.

### Position

<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 Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</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>School Counsellor</td>
<td>0.025</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff currently identify as Aboriginal.

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></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

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 2014 was $1304.28.

In 2014, the school’s major emphasis for Professional Learning focused on supporting our annual school targets and Department of Education and Communities priorities such as the implementation on new curriculum.

These included:

- Teaching of Reading Comprehension to improve teaching practice in the area of Reading Comprehension (Term 1-2)
- Syllabus Implementation- To successfully implement the new English K-10 Syllabus in 2014 (Terms 1-4)
- Syllabus Implementation – To work towards successful implementation of the Mathematics K-10 Syllabus in 2015 (Term 2-4)
- Positive Behaviour for Learning- To improve classroom practice and student behaviour through participation in Regional implementation of mini-modules (Term 1-4)

Staff participated in a total of four school development days in 2014 which focused on these priorities, and allowed for mandatory training including Emergency Care & CPR, Child Protection, Workplace Health and Safety and Anaphylaxis training.

Staff also participated in weekly 1 hour professional development focused around priorities in the School Plan.

The majority of training in 2014 was through school sessions or Adobe Connect at no cost to the school. Staff attended a range of courses and professional
development activities outside of school relating to school and DEC priorities.

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

The school supported two Temporary staff to undertake accreditation at Proficient Level through the NSW institute of teachers. These are ongoing.

Beginning Teachers

No staff currently qualify as beginning teachers.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>140200.23</td>
</tr>
<tr>
<td>Global funds</td>
<td>67763.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>130608.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22327.28</td>
</tr>
<tr>
<td>Interest</td>
<td>4342.02</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4497.92</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>369739.52</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

Key learning areas | 5487.16 |

Excursions         | 14855.76 |

Extracurricular dissections | 3069.45 |

Library            | 1624.86  |

Training & development | 1304.28 |

Tied funds         | 123572.84 |

Casual relief teachers | 4365.35 |

Administration & office | 17280.39 |

School-operated canteen | 0.00   |

Utilities          | 17196.24 |

Maintenance        | 10702.33 |

Trust accounts     | 4512.79  |

Capital programs   | 0.00     |

Total expenditure  | 203971.45 |

Balance carried forward | 165768.07 |

The achievement scale represents increasing levels of skills and understandings demonstrated in these 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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

A full copy of the school's 2014 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 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.
Results do however indicate that 2014 achievement levels are an improvement on 2009-2012 average scores with a higher percentage of students represented in the higher bands than the four year average. This was especially evident in reading, with year 3 students well above the 4 year average. Average results do however still remain below State Average levels.

NAPLAN Year 3 - Numeracy

Three year average comparison –Year 3

Comparison of average achievement rates over three year periods demonstrate improved results over time.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

To protect the privacy of individual students, no data is available for Year 5 Literacy due to a cohort of less than 10 students. Results do however indicate average achievement above state and same school group averages in Reading and Writing.

NAPLAN Year 5 - Numeracy

To protect the privacy of individual students, no data is available for Year 5 Literacy due to a cohort of less than 10 students. Results do however indicate average achievement above state and same school group averages in Numeracy.

Three year average comparison –Year 5

Comparison of average achievement rates over three year periods demonstrate improved results over time.
National Minimum Standards

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Progress in Literacy and Numeracy

2014 NAPLAN demonstrated that student progress from Year 3 to Year 5 was well above state and same school group (SSG) average in all areas.
Significant programs and initiatives – policy

Millfield Public School is involved in a range of programs and initiatives aimed at improving the academic and social outcome of our students.

Aboriginal education

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

The whole school participated in a NAIDOC week event at the Cessnock Performing Arts Centre involving a series of traditional stories and dance.

A major school event was also held to recognise NAIDOC week. Representatives from local Aboriginal groups and High School students were invited to run a rotation of reconciliation themed activities such as traditional games, artefacts, stories and creation of the new Aboriginal Learning Area and bush tucker tasting.

Millfield Public School had 8 ATSI students enrolled in 2014. Attendance rates of Aboriginal students in 2014 was 93.9%. Two of our Aboriginal students were recognised at the AECG’s 2014 Kullaburra Awards held at Kurri Kurri High School for Leadership and Attendance.

Multicultural education and anti-racism

Teaching units focusing on Australia’s Multicultural History and composition are taught in HSIE in all classrooms. Multicultural perspectives are also included in a range of KLA’s during teaching and learning activities. In 2014, students also participated in Harmony Day to encourage understanding of different cultures.

Significant programs and initiatives – equity funding

Aboriginal background

Millfield Public School had 8 ATSI students enrolled in 2014 who participated in a range of activities to strengthen their link with culture. One of these involved researching, planning and creating an Aboriginal Learning Area/Bush tucker Garden in the school grounds. Another highlight involved the participation of two students in the PhotoVoice initiative as part of Cessnock Community of Great Public Schools.

Staff participated in initiatives to improve outcomes for Aboriginal students. This included the Principal completing 4 days training in the ‘Stronger Smarter’ initiative which focuses on high expectations, immersion in culture and self-worth.

ATSI students building bush tucker gardens as part of the new Aboriginal Learning Area.

Socio-economic background

Funds received in the RAM for Socio-Economic Loading was used for a variety of ways to improve outcomes in 2014.

This included:

- Extra staffing to release the Teaching Principal to provide mentoring and quality teaching support on a daily basis in the classrooms.
- Resources and staffing release to implement evidence based programs and initiatives including Home Reading, QuickSmart and Numeracy at Home (2015 Launch).
- Resources and professional development to support school priorities in Reading Comprehension, National Curriculum implementation, Positive Behaviour for Learning.
- Resources to increase student engagement in learning, attendance initiatives, hygiene practices and community involvement.
Low level adjustment for disability

Extra staffing was utilised to supplement Learning and Support Teacher allocation by an extra day per week. This was used to support students and teachers in class from 9am-12pm each day. The LAST (Principal) also provided programming and mentoring support for teachers.

Other programs

**Positive Behaviour for Learning (PBL)**

In conjunction with the Cessnock Community of Great Public Schools, Millfield Public School continued its implementation of PBL in 2014. It continued to show effects on settled behaviour in the classroom and playground with a reduction in behaviour referrals for major and minor incidents. Students reported having clearer expectations of behaviour in specific areas around the school.

**Gifted and Talented**

Throughout 2014 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 2013.

Millfield Public School continued its focus on personalised learning in 2014, catering for students individual needs in a range of KLA’s. This included extension and interest-based activities for students showing talents in specific areas.

**Transition to school**

A New Kindergarten Transition Program (CATS-Come And Try School) took place in Term 4 this year to support students starting Kindergarten at our school in 2015. 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. 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, and the Small Schools Swimming Carnival held at Cessnock Pool. The school also participated in a range of PSSA sports including Netball, Basketball and Soccer.

A one-week intensive swimming program at Kurri-Kurri Indoor Aquatic Centre ensured all students were developing this important life skill. 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 eighth consecutive year.

Millfield’s participation in the Active After School Sports (AASC) sessions increased participation in sports and developed pathways to local clubs.

**Arts**

Students were exposed to a range of activities relating to creative and performing arts in 2013. These included activities such as:

- Performing a school Musical ‘Peter Pan’ in Term 3, which was held at Bellbird Public School. All students participated in this amazing event, receiving extremely positive feedback from other schools and community.
- Visits to the Cessnock Performing Arts Centre to experience theatre and dance performances.
- Visits from the Musica Viva Program, exposing students to a range of different music genres.
- Involvement in debating and public speaking competitions, including a whole school public speaking program.

**Peter Pan the musical was a hit with students and parents.**
**Environmental Education**

Grants were obtained through the Cancer Council’s Eat it to Beat it program to build some school vegetable gardens. Students tend to the gardens with produce used for the school canteen or sold to parents.

Students also participated in environmental workshops on a range of topics including water preservation, waterway care and National tree day.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of school based assessment data in all KLA’s which is used to evaluate whole school initiatives and classroom programs.

- Analysis of external assessment data such as NAPLAN to drive improvement of outcomes at a student or whole school level.

- Data collection methods such as student, teacher and parent surveys to get feedback on school performance. These included phone interviews and focus groups.

**School planning 2012-2014**

**School priority 1**

*Improved Literacy outcomes for all students*

**Outcomes from 2012–2014**

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.*

**Strategies to achieve these outcomes in 2014:**

- All staff will successfully implement the NSW K-10 English curriculum in 2014. This will be supported through staff mentoring and professional learning during SDD’s and weekly professional development sessions following on from 2013 PD.
**School priority 2**

**Improved numeracy outcomes for all students**

**Outcomes from 2012–2014**

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*

**Strategies to achieve these outcomes in 2014:**

- All staff will successfully implement the NSW K-10 Mathematics Syllabus in 2015. This will be supported through staff mentoring and professional learning during SDD’s and weekly professional development sessions during Semester 2 2014.
- The school will initiate a ‘Numeracy at Home’ program to encourage parent involvement in Numeracy.

**Evidence of achievement of outcomes in 2014:**

- All staff teaching programs demonstrate knowledge of new Mathematics K-10 Syllabus document.
- Percentage of students achieving all expected continuum markers has decreased in the past 12 months (34%) - This may be due to improved knowledge of students and achievement or understating performance. This will be a focus in 2015.
- 3 Year NAPLAN Averages show a considerable improvement from 2010-2012 average in Years 3 and 5. (See above graphs)

**School priority 3**

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

**Outcomes from 2012–2014**

- School attendance rates reach an interim level of 94.5% by the end of 2014
- End of 2014 School Welfare Data will show a decrease in negative behaviour referrals across the school by 50% when compared to 2011 referrals (106)

- By the end of 2014 the school will have increased by one level in all aspects of the DEC School Community Participation Matrix when compared to 2011 Evaluations.

**Strategies to achieve these outcomes in 2014:**

- **Attendance** - Formalised attendance tracking will continue, with students at risk of poor attendance placed on incentive plans to encourage regular attendance. The school will also have a renewed focus on Hygiene practices to reduce illness related absences.
- **Behaviour** – The school will continue to implement Positive Behaviours for Learning across the school, as well as implementing the ‘Rock and Water’ program for all students.
- **Community Involvement** – The school will improve parent participation in the early years, through improvements in the school’s transition programs.

**Evidence of achievement of outcomes in 2014:**

- **Student Attendance** rates for 2014 were 93.5% (ATSI 93.9%)
- **Behaviour** – 2014 data indicates an 82% decrease in negative behaviour referrals (19) when compared to 2011 levels (109).
- **Community Engagement** -The school now sits at participation level in all aspects of the DEC School Community Participation Matrix. Surveys indicate that 100% of parents stated that they feel welcome at school.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Students** were asked a series of questions in relation to school culture and attitudes towards learning in Term 4, 2013. Results from this questioning found:

- 96% of students indicated that school was a place that they really liked to go each day.
- 92% of students indicated that they felt that their teacher was fair to them.
- 98% of students indicated that school was a place that made them feel happy.
- 97% of students indicated that their teacher takes an interest in helping them with their work.
- 90% of students get excited about the work they do in the classroom.
- 94% of students stated that other students were friendly.
- 100% of students indicated that they believed what they learn will be useful to them when they leave school.

Parents were involved in anonymous surveys based around the School Quality of Life surveys and phone interviews. Results found:

- 100% of parents stated that they were happy with the quality of teaching and learning by the school.
- 100% of parents surveys stated that they believed that the school aimed to continually improve the quality of learning and teaching.
- When parents where asked how likely they would be to recommend Millfield PS to others, 87% of parents gave a score of 9-10 out of 10, with the remaining 13% giving a score in the 7 - 8 range.
- 100% of parents strongly agreed that they feel welcome at school.
- 100% of parents felt comfortable talking to their child’s teacher about their progress.
- 100% of parents indicated that Teachers provided a stimulating and challenging environment for their child.
- 47% of parents strongly agreed that the school has high expectations for students. The remaining 53% agreed.

Strategic Direction 1
Students...
Who are engaged through high quality and innovative learning, welfare and extra-curricular programs which are differentiated to meet their individual needs.

Strategic Direction 2
Teachers and Leaders...
Who are innovative and strategic while focusing on continual improvement of student outcomes and professional skills.

Strategic Direction 3
Parent and Community Partnerships...
Which foster strong communication and collaboration to improve student outcomes

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.

Scott Anderson – Principal
Emily Pringle – Teacher
Emma Cornish – Teacher
Sheridan Durie – Learning and Support Teacher
Teresa Butler – P&C Representative

School contact information
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The plan will focus on improving student, school and community outcomes through three strategic directions.