School context

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.

In recent years, the school enrolment has remained steady with 60 students being enrolled in 2013. Boys make up 66% and girls 34% of the student population with 8% of students identifying as Aboriginal.

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. This has led to the funding of initiatives to improve student outcomes such as speech therapy for Kindergarten students, Books in Homes for ATSI students and “Paint the town REaD” to promote community Literacy. It has also allowed schools to collaboratively fund professional development for teachers and principals.

The school’s focus is on quality literacy and numeracy programs which utilises technology through interactive whiteboards and tablets to increase student engagement.

Staff and students at Millfield Public School strive to model our school’s Positive Behaviour for Learning (PBL) expectations of respect, responsibility and safety. Twice a term, students with outstanding behaviours are invited to participate in ‘Reward Day’. Staff are often told of our students’ exceptional behaviour when out in public and when visiting other schools.

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 Monday. Communication between the school and community centres around weekly newsletters, a regularly updated school website, and individual notes and letters. Staff often meet informally with parents at the school gate where personal relationships are further developed.

Principal’s message

In completing my second 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 2013. 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 students educational and social outcomes. These have been highlighted by outstanding growth figures in this year’s NAPLAN assessments.

In our 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 we can achieve in 2014.
I also thank the community for the support shown to our school in 2013. 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 on to 2014, I am excited to see what we can achieve, knowing the directions and accomplishments of 2013 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.

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

The Millfield Parent and Citizens group have had a fantastic year in 2013, 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 2013. This included helping with mother’s/father’s day stalls, organizing fundraising events, construction of the new chicken pen, clearing of the carpark paddock 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 hopefully secured the Millfield Community Spring Fair as an annual event.

The P&C has contributed a range of resources to our students this year. Funds were raised through a range of events including Mother’s and Father’s day raffles and stalls, BBQ’s at Hope Estate and the Federal election voting, Community Spring Fair, Christmas Raffle and presentation day lunch. Funds raised were then used to contribute $4000 towards Ipad’s in classroom, and $600 towards the end of year party day. Thank you again to anyone who has contributed in any way to our P&C this year and hope the involvement of parents continue to rise in 2014.

Karen Ringland – P&C President

Student representative’s message

As a student group, we worked together to help the students in our school through a range of initiatives. We had an SRC made up of 1 student from each grade, and held a number of fundraising activities throughout the year.

These included:

- A cupcake stall for raising money towards mitochondrial disease
- Pajama day
- Easter egg guessing completion
- Bandana day to raise money for Canteen (kids with cancer).

Last year’s SRC group was an amazing team and we raised loads of money for the school. We modelled our school values of Responsible, Respectful and Safe at all times

Cassandra Noon – Senior SRC member 2013.

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 2013 we had 60 students of which boys made up 60% of the student population and girls 30%. Five students (9%) students identify as Aboriginal.
Student attendance profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>36</td>
<td>38</td>
<td>36</td>
<td>43</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>28</td>
<td>28</td>
<td>25</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
</tbody>
</table>

A range of positive attendance strategies has seen our school attendance rise considerably in 2013. This is despite a major downfall in Term 4, when several illnesses spread throughout the school.

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 rewards.

Workforce information

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

Millfield Public School has an enthusiastic and committed staff that consists of a Teaching Principal, 4 teachers, 2 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 Australian Curriculum, and Reading Difficulties as outlined in the school plan.

Workforce composition

<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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>9.4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No current staff members 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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100</td>
</tr>
</tbody>
</table>

A range of positive attendance strategies has seen our school attendance rise considerably in 2013. This is despite a major downfall in Term 4, when several illnesses spread throughout the school.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2013

Income
Balance brought forward 71174.74
Global funds 73861.77
Tied funds 141538.77
School & community sources 21627.17
Interest 3257.87
Trust receipts 6244.95
Canteen 0.00
Total income 317705.27

Expenditure
Teaching & learning
Key learning areas 5077.15
Excursions 9174.07
Extracurricular dissections 3191.59
Library 1538.44
Training & development 461.72
Tied funds 92160.42
Casual relief teachers 8254.12
Administration & office 23259.31
School-operated canteen 0.00
Utilities 10318.63
Maintenance 4944.67
Trust accounts 5484.01
Capital programs 13640.91
Total expenditure 177505.04

Balance carried forward 140200.23

Note – Training and Development only includes SASS staff. Expenditure for Training and Development of teaching staff is included in the tied funds dissection.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School’s Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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.

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 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)

To protect the privacy of individual students, no data is available for Year 3 Literacy due to a cohort of less than 10 students. Results do however indicate that 2013 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. Results do however still remain below State Average levels.

NAPLAN Year 3 - Numeracy

To protect the privacy of individual students, no data is available for Year 3 Numeracy due to a cohort of less than 10 students. Results do however indicate that 2013 achievement levels are an improvement on 2009-2012 average scores with a higher percentage of students...
represented in the higher bands that the four year average. Results do however still remain below State Average levels.

**NAPLAN Year 5 - Literacy** (including Reading, 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 that 2013 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. Results do however still remain below State Average levels. All students are achieving at or above minimum standard in Literacy.

**NAPLAN Year 5 - Numeracy**

To protect the privacy of individual students, no data is available for Year 5 Numeracy due to a cohort of less than 10 students. Results do however indicate that 2013 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. Results do however still remain below State Average levels.

**Progress in Literacy and Numeracy**

2013 NAPLAN demonstrated that student progress from Year 3 to Year 5 was well above state and same school group (SSG) average in all areas. The growth experienced in the areas of Reading and Writing were especially pleasing.
Significant programs and initiatives

Millfield Public School is involved in 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 Reconciliation 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 the creation of a reconciliation mural.

Attendance rates of Aboriginal students in 2013 was 94%. One of our Aboriginal students was recognised for outstanding attendance at the first Cessnock AECG Awards ceremony.

Multicultural education

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.

Students in Year 3 and 4 joined with other surrounding small schools to participate in a Sydney Excursion. Students were taught about Australia’s multicultural history and the benefits of multiculturalism on Australia’s current identity.

Transitional Equity Funding

The school received transitional Equity funding ($16800) in 2013. This allows for additional teacher support, resources and programs to support student learning outcomes.

In 2013, 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.

Low SES School Communities National Partnership

2013 has seen the conclusion of our involvement in the National Partnerships – Low SES program which commenced in 2010. This program has contributed to a wide range of improved outcomes over its time, and led to improved educational practice that will see benefits into the future. This has included benefits obtained from initiatives such as:

- Allowing our school to provide flexible staffing options to improve the quality of programming and teacher instruction. The school employed a teacher (.4) to allow flexibility in school staffing. This allowed the formation of smaller groupings for Literacy and Numeracy time each morning. Teachers then utilised these small groupings to develop more individualised programming, assessment and teaching practices aligned to each child’s place on the Literacy and Numeracy continuums. Improved
teaching practice through mentoring, team teaching and a focus on Quality Teaching Principles.

- **Staff professional learning** was linked directly to priorities in the school plan. Staff worked together on priorities such as Quality Teaching, Individualised Teaching and Assessment, Using data analysis to support teaching, using technology to support teaching programs and supporting students with reading/spelling difficulties.

- **Staff participated in team teaching and coaching sessions in 2013**, which provided feedback to each teacher in relation to Quality Teaching Practices and Teaching standards.

- **Involvement in the National Partnerships Program** has enabled Millfield Public School to develop a more strategic approach to whole school evaluation and planning.

- **During the 4 years of the National Partnership Low SES**, all schools across the Cessnock community (CCGPS) agreed to work together to improve student outcomes across the community. A CCGPS plan was developed, targets set, a budget agreed and monitored and evaluations completed in each year of the partnership. Millfield PS engaged with the other schools in the areas of -
  
  1. Employment of a speech pathologist to conduct screening of Kindergarten students and provide training for teaching and support staff.
  
  2. Attendance – School initiatives were supported by consistent language and themes throughout all CCGPS schools.
  
  3. Aboriginal Education, including the introduction of Books in Homes for all stage 1 Aboriginal students across CCGPS, later reduced to all Kindergarten Aboriginal students. Millfield PS provided Books in Homes for all Aboriginal students K-6.
  
  4. Professional learning – Staff joined with neighbouring schools to access professional development in Quality Teaching, Positive Behaviour for Learning, Curriculum and staff welfare.

Participation in the National Partnerships (LowSES) program over the last four years has enabled Millfield Public School to improve a range of practices which are showing to have a positive impact on student outcomes. The extra finance provided has allowed the school to purchase programs and resources, as well as providing increased opportunities for Teacher Professional Learning. Although this funding will cease in 2014, the school is now well placed to benefit from the improved systems, knowledge and resources that have been implemented due to the partnership into the future.

**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 2013. 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 2013 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 2013, 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 Kindergarten Transition Program took place in Term 4 this year to support students starting Kindergarten at our school in 2014. 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.

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

- The school also participated in a range of PSSA sports for the first time in many years. Teams were entered in Netball, Basketball and Soccer, with our small school’s soccer team finishing 3rd in the state-wide competition which was a fabulous achievement.
**Arts**

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

- A workshop visit from renowned New Zealand Landscape artist Ross Whitlock who worked with students on the finer details of creating landscape images of their local environment.
- 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 our first whole school public speaking program.

**Environmental Education**

2013 saw a renewed focus on 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.
- A school chicken pen was also constructed by parents during 2013. Food scraps are fed to the chicken’s daily to reduce waste, with the eggs sold to parents. Proceeds for egg sales go towards the needs of the chickens such as feed.
- 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
include phone interviews and focus groups.

School planning 2012—2014: progress in 2013

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.

2013 Interim Targets to achieve this outcome included:

• To increase the percentage of all students (K-6) achieving their year appropriate clusters in reading texts (Literacy Continuum) 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 (Literacy Continuum) 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 (Literacy Continuum) from 16% in June 2012 to 30% by the end of 2013.

Evidence of progress towards outcomes in 2013:

• Reading texts – 55% of students achieving year appropriate clusters by the end of Term 3 2013.

• Comprehension – 40% of students achieving year appropriate clusters by end of Term 3 2013.

• Aspects of writing – 40% of students achieving their year appropriate clusters by Term 3 2013.

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.

• All staff will improve their knowledge of teaching reading comprehension through improved practice supported by the school wide implementation of the Super Six Comprehension Strategies.

• A renewed focus on the school’s Home Reading Program to build reading skills and encourage a home/school link in relation to reading.

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

2013 Interim Targets to achieve this outcome included:
• 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.

Evidence of progress towards outcomes in 2013:

• Numeracy Continuum - 56% of students are achieving their age appropriate clusters in all aspects of the DEC Numeracy Continuum by the end of Term 3, 2013.

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. [Enter text here.]

• The school will initiate a ‘Numeracy at Home’ program to encourage parent involvement in Numeracy.

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.

2013 Interim Targets to achieve this outcome included:

• School attendance rates reach an interim level of 93.5% by the end of 2013.

• Student behaviour referrals will be reduced by at least 15% from 2011 levels (106).

Evidence of progress towards outcomes in 2013:

• Attendance – School attendance rates for 2013 rose to 94.02% despite an high incidence of illness in Term 4, 2013.

• Behaviour – 2013 saw a 32% decrease in negative behaviours referrals compared to 2011 levels.

• The school increased by one level in two aspects of the DEC School Community Participation Matrix. The school now sits at participation level in all aspects.
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.

- **Dyslexia and other reading difficulties**
- **Preparing for the introduction of the new NSW syllabus for the 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 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.

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

In 2013, the school sought the opinions of parents, students and teachers about the school through a range of surveys and focus groups. The School Quality of Life Survey formed the basis for these questions.

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:

- 94% of students indicated that school was a place that they really liked to go each day.
- 96% 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.
- 99% of students indicated that their teacher takes an interest in helping them with their work.
- 91% of students get excited about the work they do in the classroom.

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**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 $3885.67.

In 2013, 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.

All staff participated in a total of six 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 Improved Programming
- Implementation of DEC Literacy and Numeracy Continuums.
- Planning for individual learning in Literacy and Numeracy.
97% 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 completed a survey on school culture with 50% of families completing the survey.

Responses indicated that:

- 100% of respondents believed that the school knows about the families and community in which it serves.
- 87% of respondents believed that the school often praised and rewarded individuals who are successful.
- 92% believed that parents supported what was happening at school.
- 100% of parents indicated that they were proud of their child’s school.
- 92% believed that the school caters for the learning needs of all students.
- 100% of parents indicated that the school makes important changes to what it does when needed.

Program evaluations

Changes on school systems to support student learning.

Background

Prior to the beginning of NPLSES in 2010, Millfield Public School had been consistently demonstrating low student growth and achievement in Literacy and Numeracy when compared to state averages in NAPLAN. A range of strategies were implemented over the duration of the partnership, leading to the following changes.

These strategies included:

- Employing a part time teacher (.4) to allow flexibility in school staffing. This allowed the formation of smaller groupings for Literacy and Numeracy time each morning.
- Employment and training of School Learning Support Officers to run the targeted intervention programs QuickSmart(Numeracy) and MULTILIT(Literacy)
- Purchasing student subscriptions to Mathletics for all students to support classroom learning in Numeracy and create a learning link between school and home.
- Providing a range of professional learning for teaching staff including the areas of Quality Teaching, Writing Instruction, Reading Difficulties, Programming, Technology and Student Welfare.
- Implementing a range of technologies into classroom practice to support teaching and increase student engagement.
- Providing support for teaching staff to improve programming and develop a more differentiated approach tailored to individual need.
- Implementing the Positive Behaviour for Learning (PBL) program across the school to improve behaviour and learning expectations.
- Implementing a range of programs to improve literacy and numeracy achievement, student attendance, including healthy lifestyle programs.
Findings and conclusions

Data has shown that there has been significant improvement in student outcomes since the beginning of the partnership in 2010. These have included:

- NAPLAN data demonstrating a change from below state average growth to well above state average growth in Reading, Writing, and Grammar, and at or above state average growth in Numeracy and Spelling for both Years 3-5 and 5-7 in 2013.
- An improved attendance rate from below 90% in 2005-2010 to 94.1%( Term 1-3) in 2013.
- A reduction in minor and major behaviour referrals by 50% from 2010, despite a strengthening of the reporting process.
- Continuum data has shown an increased percentage of students achieving their expected clusters in reading texts, comprehension, aspects of writing and numeracy from below 20% in all areas (2012) to between 45% and 60% in all areas (2013).

Future directions

Evaluations of small literacy and numeracy groups of a morning has determined that these will not run post NPLSES and will be discontinued. Funds will instead be put towards in-class learning support and teacher mentoring carried out by the school’s Principal using Learning and Support teacher allocations. With the conclusion of National Partnerships Low SES ( NPLSES) funding, all programs and initiatives funded through this program have undergone thorough reviews to ensure positive effects are carried into 2014 and beyond. The improvements in teacher quality, school support systems and professional learning practice will be continued to ensure a quality learning environment continues.

This includes:
- Improved teacher support systems.
- All teachers now demonstrate differentiation in their lessons, with activities targeted at the individual needs of students.
- Strengthened welfare systems that promote positive behaviour.
- A co-ordinated approach to professional learning, specific to school targets and need.

Specific programs that were funded through NPLSES such as MultiLit and Quicksmart have been scaled back, with funds allocated through the RAM Equity covering movement of these programs into classroom programming and student learning.

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
Emma Cornish - Teacher
Emily Pringle – Teacher
Janine Ford – Teacher
Sheridan Durie – LAST
Karen Ringland- P&C President

School contact information

Millfield Public School
105 Wollombi Rd, Millfield, 2325
Ph: 02 49981331
Fax: 02 49981719
Email: Millfield-p.school@det.nsw.edu.au
Web: Millfield-p.schools.nsw.edu.au
School Code: 2555

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: