2010 Annual School Report
Millbank Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Millbank School currently has an enrolment of 33 students comprising 20 girls and 13 boys. 11 students identify as Aboriginal.

Staff

Millbank Public School has a teaching principal and one full-time classroom Teacher.

A part-time position of two and a half days per week is made up of release from face to face, library, learning support and a Gifted and Talented program. This position is partially funded by the Priority Schools Program.

The school has a part-time School Administration Manager, two part-time School Learning Support Officers and a General Assistant who works one day per week.

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

Significant programs and initiatives

- Aboriginal Education
- Multicultural Education
- Respect & Responsibility
- Priority Schools Program
- Gifted & Talented Program
- Environmental Education

Student achievement in 2010

As there were less than 10 students involved in the National Assessment Program, and in order to comply with privacy and personal information policies, the results from these will be discussed in general.

Literacy – NAPLAN Year 3

86% of students in Year 3 achieved at or above the minimum standard in Reading and Spelling, all students were at or above proficiency in Writing, Grammar and Punctuation. With 100% of students in the top 3 bands writing continues to be an area of strength.

Numeracy – NAPLAN Year 3

All students in Year 3 achieved at or above the proficiency in Numeracy, with over 70% of students being represented in the top 3 bands.

Literacy – NAPLAN Year 5

62% of students in Year 5 achieved at or above minimum standard in Reading, Writing, Grammar and Punctuation, 50% achieved at or above the minimum standard in Spelling. 50% of students were in the highest band for Reading.

Numeracy – NAPLAN Year 5

75% of students in Year 5 achieved at or above minimum standard in Numeracy, 83% of students exceeded state average growth in this area.

Messages

Principal's message

This has been a year of consolidation of past successes and continued growth.

The use of technology is now well embedded in the daily operation of the school, both in the administrative area and in learning and teaching programs. All teaching staff have completed training in the use of Interactive White Boards and all are confident in using Video Conferencing to overcome the “tyranny of distance” that we used to experience as a small, isolated rural school.

A new classroom has been completed under the federal governments “Building the Education Revolution” Program.

An extensive review of the school was completed this year; this has led to greater participation by the community in the development of school policy and direction. The formation of an Aboriginal Learning Team, the ongoing work of the Parents & Citizens Association and the commitment by students and staff to continuous improvement makes Millbank School a great place to work and learn.

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.

Arthur Bain
**P & C message**

Every month, a small but dedicated group of parents, carers, teachers and community members meet together to discuss various issues relating to the school. These included fundraising ideas, school policies, road and bus safety concerns and other projects throughout the year. We encourage new parents to attend our meetings to give their views on the school and bring new ideas and suggestions for fundraising.

In 2010 our Fundraising efforts were limited due to the number of participants. The Sunday raffle at Willawarrin Pub was again a profitable fundraiser for us. We also held raffles at the end of year concert.

We were able to support a few excursions by helping to reduce the overall cost to the students.

The P& C spent time in reviewing the Dare to Lead Snapshot and felt their input was highly valued.

The P& C will continue to work together to help improve our school environment by continuing its fundraising efforts. We are hoping to increase participation from more families in our school and local community. A strong ethos of cooperation between parents and staff at Millbank Public School ensures that the learning environment continues both at school and at home. Regular discussion between the P&C and staff assists in policy development, decision-making and governance of our school to best meet the needs of our children in our community.

**Shari Knox**

**Student representative’s message**

The Student Representative Council (SRC) is usually made up of six students from Years 3 to 6, our school votes for the people to be on the SRC. This year we had seven representatives.

For Clean up Australia Day, our whole school cleaned up around the hall, the school and picked up rubbish from the sides of the road down to Hickeys Creek Bridge. The SRC completed a safety risk assessment and were team leaders.

The SRC organised a dress up day with an “M” theme, we got magicians, a microwave, a mermaid and a mad scientist. We raised money for the Pink Ribbon Foundation.

Our school has assembly once a week and the SRC takes turns to run the assembly. We always start with an acknowledgement of country.

The SRC planned and organised a Pet Day; some people brought caged animals; rabbits, birds and guinea pigs.

ANZAC day is about remembering people who have fought in the war. At the service at Bellbrook, Lorelei and Merinda read a prayer and laid a wreath bought by the SRC.

We are proud of our hard work this year.

**Zali Uhrig (Year 3)**

**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**
There is a high rate of mobility in the local community, and enrolments fluctuate over the school year. Enrolment on the census date has not accurately reflected school size in the past; however in 2010 enrolments have been more stable. The percentage of Aboriginal students has been consistent for a number of years, remaining around 30%.

**Student attendance profile**

Attendance has remained fairly consistent over the last 3 years. Attendance increased by 2% this year. It is still marginally lower than state and region attendance. Kindergarten attendance this year exceeded both state and region; this is a positive sign for the future.

**Management of non-attendance**

Good attendance is recognised and celebrated at Millbank Public School. When attendance is a problem it is dealt with in the process of developing Personalised Learning Plans. Attendance is a regular agenda item in staff meetings and poor attendance is followed up with phone calls and/or home visits. The importance of good attendance is highlighted in regular newsletters and at school assemblies.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNIOR CLASS</td>
<td>K</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>JUNIOR CLASS</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>JUNIOR CLASS</td>
<td>2</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>JUNIOR CLASS</td>
<td>3</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>SENIOR CLASS</td>
<td>4</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>SENIOR CLASS</td>
<td>5</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>SENIOR CLASS</td>
<td>6</td>
<td>4</td>
<td>19</td>
</tr>
</tbody>
</table>

**Structure of classes**

Two class groups were formed, a junior and a senior class. The junior class included students from Kindergarten to Year 3, Early Stage One and Stage Two, and the senior class included students from Year 4 to Year 6, Stages Two and Three. It was necessary to split Stage Two students in order to keep class sizes reasonably balanced. Delivery of the Stage Two program was co-ordinated by team planning and consistent assessment strategies.

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.168</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Release from Face to Face</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Priority School Funding</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>3.432</td>
</tr>
</tbody>
</table>

The above table describes staff establishment paid directly by the Department of Education and Training, in addition 2 Student Learning Support Officers (SLSO’s), formerly known as Teacher Aides, are employed and a part-time Music teacher.

These additional positions are paid from a range
of Tied Funds including the Priority Schools Program, to improve educational equity in low socio-economic areas; Integration Funding, used to support students with disabilities; and the Dhanggati Language Program, funded to support student learning of the local Aboriginal Language and improving understanding of the culture.

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

At Millbank School we actively encourage the employment of Indigenous staff. The language tutor, an SLSO position, is a local Dhanggati elder and one other SLSO also identifies as Aboriginal.

Teacher qualifications

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

The table below indicates the qualifications of all teaching staff, and includes additional part-time teaching staff.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>30601.62</td>
</tr>
<tr>
<td>Global funds</td>
<td>53569.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>82255.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>808.37</td>
</tr>
<tr>
<td>Interest</td>
<td>2471.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>563.68</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>170269.34</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas 11010.54
- Excursions 643.59
- Extracurricular dissections 6391.54
- Library 1006.01
- Training & development 158.18
- Tied funds 71711.99
- Casual relief teachers 9438.96
- Administration & Office 17311.72
- School-operated canteen 0.00
- Utilities 5021.00
- Maintenance 5334.46
- Trust accounts 502.65
- Capital programs 0.00
- Total expenditure 128530.64

Balance carried forward 41738.70

Millbank Public School’s income was approximately $45,000 greater in 2010 than in 2009 due to increased enrolment and an increase in the number of students on funding support. Expenditure increased by approximately $16,000.

There was a significant investment in increasing the skills of teachers which is not reflected in the above table. $6,400 was invested in training and development which was paid from Tied Funds, including Teacher Professional Learning and Priority Schools Funding.

The balance carried forward includes $13,500 in unpaid invoices and salaries. As part of the financial management plan monies are put aside for the purchase of assets that cannot be purchased in a single financial year. The school is putting money aside to replace a ride-on mower in 2013, the replacement of a photocopier in 2016 and a general reserve of 10% of total income for contingencies.
A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the Parents and Citizens Committee. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

As part of our balanced school curriculum, we have a strong commitment to creative arts. Students at Millbank have had access to a rich music program once again in 2010.

From Year 3 upwards, students who demonstrate the ability to focus and practice a musical instrument have the opportunity to learn keyboard or guitar in small group settings. Some talented musicians have emerged from both the guitar group taught by Ms Lane and the keyboard lessons taught by Ruth Shepherd.

The Millbank School choir continued to progress and provide entertainment at school functions. A highlight for the year was tackling a challenging but beautiful song “Three Cups of Tea”, which was performed at the end of year concert to enthusiastic applause from the audience.

Ms Lane attended professional development provided by the Musica Viva group where teachers were given further training in how to involve the more reluctant students in music education. The students enjoyed class musical activities and participated enthusiastically in the two Musica Viva performances for the year— one was an opera about pirates and the other a chamber group performance.

During September 500,000 students joined together to perform this year’s theme song, ‘Come Play Your Part’ in the massive nationwide celebration of the value of school music education. Perth, Sydney, Melbourne and Canberra hosted countdown events which were web streamed live. The song was written by three Year 9 students from NSW, WA and the NT, mentored by bluesman Paul Greene. Millbank students participated with enthusiasm.

Students at Millbank School provided beautiful art works for selection for the Spring into Art exhibition held at Gladstone Art Gallery as part of the Macleay Educational Community of Schools awards night. A variety of media was displayed by Millbank students, including working with food dyes on wet paper, detailed drawing and collages.

**Sport**

Millbank Public School values the participation and achievements of its students in both individual and team events and encourages a positive attitude and an active lifestyle.

A wide range of sporting events provided students with opportunities to display their skills. All students participated in the “Upriver Fun Swimming Carnival” with Bellbrook and Willawarrin Schools. More competitive swimmers were involved in the PSSA Swimming Competition.

All students participated in the annual “John O’Neill Sports Day”, with Bellbrook, Willawarrin, and Greenhill Schools. This year, Medlow Public School came over the mountain and joined in too.
Successful competitors from our school’s Athletics Carnival entered the Macleay Small Schools Athletics Carnival. Competitors were:

Kiara Kyle - 100m
Olivia Knox - Long Jump
Nioka Robinson - High Jump
Matilda Robinson – High Jump & Discus
Rhiannon McIntyre – 100m
Alex McIntyre – Shot Put

Olivia Knox, Merinda Kyle, Lachlan King-Dunn and Jesse Bussell participated in a region-wide Cross Country running Competition. The students had to run an extremely tough course which included an uphill run through bushland as well as 3km around the Kempsey Racecourse.

Olivia Knox shone on the day as the best team member, not only finishing her own gruelling run but running out on the track to support her team mates and encouraging them not to give up. We all decided that any future contenders need to practice running 3km over varied terrain on a daily basis if they are serious about taking part in the regional competition.

The Macleay Valley Softball Association spent a day at Millbank School in Term 4 developing softball skills with our students. A team of skilled students were identified and intend to compete with other schools in 2011.

The following Sports Awards were presented at the end of year concert;
Minor Sporting Shield – Kiara Kyle
Junior Sporting Shield – Rhiannon McIntyre

Community Engagement

Millbank School encourages parent and community involvement in the school, and the development of home-school partnerships to improve student learning outcomes. Some examples of our commitment to community engagement are:

- Four parents joined teaching and support staff in completing First Aid Training in 2010. Staff update training every three years and parents are encouraged to join in. This reinforces the culture of lifelong learning that exists at Millbank Public School.
- Ron Bannerman, a local violin teacher and philanthropist visited Millbank School to encourage students to learn the violin. Lorelei Mitchell, Merinda Kyle, Rhiannon McIntyre and Zali Uhrig all learn the violin with Ron outside school hours. Their musical abilities are an asset to the school.
- The Fathers Day Barbecue was an opportunity to reflect on the contribution and importance of positive male role models for our students. Lunch was prepared and served by students, supervised and supported by support staff. After lunch a special assembly was held with students giving dramatic and musical performances, recognition awards and the school performing “Come Play Your Part”. The day was well attended by dads.

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- In order to encourage home reading and to forge stronger links between home and school, Millbank School committed to a second year of “Books in Homes”. This program allows each student to choose and receive 9 new books each year to take home and keep. Books are chosen at the beginning of term 1,2 and 4 and handed out at the end of the term. Watching each child immediately settle into a quiet corner to read and savour their new books demonstrates the success of the program. It is also encouraging to see older siblings choosing books and reading with their younger brothers and sisters.
- All students except two completed the Premier’s Reading Challenge this year. Year 3-6 students had to read twenty books from the PRC list while Year K-2 students had to read or listen to 30 books from the PRC list.
Students who finished early then helped by reading to the younger children, or helping other students. The Premier’s Reading Challenge encourages students to read good quality books and experiment by reading different genres or authors than they might read normally.

- **Book Week**
  The theme for this year was “Across the Storybook Bridge” and Millbank School participated in book week activities for a full day. Students listened to books, acted out stories, made collages, and made bridges from bamboo and recycled materials. One of the books “Listen to the Wind” eventually was part of the school concert. Students came to school dressed as their favourite book character and a parade was held in the afternoon.

**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)

As there were less than 10 students involved in the National Assessment Program in year 3 and Year 5, and in order to comply with privacy and personal information policies, the results from these will be discussed in general.

**Literacy – NAPLAN Year 3**

Areas of strength include:

- Use of paragraphs in writing
- Identifying attributes of characters in Reading
- Grammar & punctuation

Areas for development include:

- Engaging audience when writing
- Linking key ideas across paragraphs when reading
- Correctly spelling two and three syllable words.

**Numeracy – NAPLAN Year 3**

Areas of strength include:

- Using knowledge of two dimensional shapes
- Using division to solve word problems
- Calculating volume using informal units.

Areas for development include:

- Identifying improper fractions
- Concepts of time
- Using multiplication to solve word problems.
Literacy – NAPLAN Year 5

Areas of strength include:

- Sustained, consistent use of precise words in writing
- Identifying persuasive strategies when reading
- Identifying colloquial words in a complex text.

Areas for development include:

- Developing elaborate ideas when writing
- Identifying common points of view across texts
- Correctly spelling homophones and phonograms.

Numeracy – NAPLAN Year 5

Areas of strength include:

- Working with geometric designs
- Solving multi-step problems
- Determining scale.

Areas for development include:

- Identifying fractions
- Three dimensional shape
- Concepts of time.

Minimum standards

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

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

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

Significant programs and initiatives

Aboriginal education

We have engaged with implementing the NSW Aboriginal Education Policy with the aim of improving educational outcomes for Aboriginal students and educating all students about Aboriginal Australia.

The Dhanggati Language Program has a significant positive effect on both the above goals. The participation of elders and community members adds a powerful indigenous perspective to the school culture.

The development of Personal Learning Plans (PLP's), with parent and student consultation has been identified as best practice for improving student outcomes, this year our school has continued the use of PLP's for all students.

An Aboriginal perspective is reflected across all Key Learning Areas (KLA's), an example of this is the use of the Koori Mail as a teaching resource and as a strategy for keeping staff and senior students up to date on contemporary Indigenous issues.

School events, including assemblies are opened with a welcome to country in language by a local elder, when available, or an acknowledgement of country by a student representative. This year students have been learning the Acknowledgement of Country in Dhanggati.

An external snapshot of the school was delivered by the “Dare to Lead” team. Parents, students and staff were surveyed by the team and recommendations for improvement were made. As a result an Aboriginal Learning Team has formed to meet regularly to prioritise and monitor changes across the school.

Our school works closely with the Aboriginal Education Consultative Group.
Multicultural education

All classroom teachers ensure that multiculturalism is a fundamental value and that teaching and learning programs are culturally inclusive.

The school participates in Living in Harmony Day each year, inviting guest speakers and other schools to participate in this international celebration of cultural diversity.

Teaching and learning programs promote the understanding that Australia has a multicultural history and that many different cultural influences have contributed to Australian society. Programs explicitly promote the Anti-racism Policy.

Respect and responsibility

Students at Millbank are encouraged to respect themselves and others, to take responsibility for their actions and to develop the skills to become good citizens.

In 2010 students have demonstrated this by:

- Promoting an active student leadership team who have planned and organised a number of initiatives over the year (see Student Leaders’ message).
- Participating in the “Schools Clean Up” initiative for “Clean Up Australia” Day, cleaning up around the school. Students reported that they found not much rubbish around the school, but a lot more rubbish around the community hall and the roadside.
- Developing healthy lunch awards, and promoting positive nutrition in the newsletter

- Participation by selected Year 6 students in the Impact Leadership Conference. Merinda Kyle and Lorelei Mitchell attended a two day event, sponsored by the Macleay Educational Community of Schools, to explore leadership and public speaking.
- Participation in the ANZAC Day march in the local village of Bellbrook. Student representatives read a prayer and laid a wreath at the cenotaph.

Lest We Forget

- As part of the senior class’ unit on government in Term 3 the students went on an excursion to see Kempsey Shire Council in action. They attended a council meeting and then toured many of the local government services in Kempsey. They had a visit to the library and saw the sewage works and garbage depot. After lunch in Riverside Park they visited the Kempsey Historical Museum and Aboriginal Art Gallery, which had an exhibition by a local Bellbrook artist.

Connected learning

Interactive Whiteboards have been fully integrated into classes across the school. Millbank School is well resourced with computers and has a Connected Classroom with video conferencing (VC) facilities. In addition to regular classroom use of internet links, online Maths and Reading activities, Mathletics and Lexia, we are beginning to use the Department’s BlogEd resources. Two projects were run this year using VC.

The Cooperate & Connect program enabled six small schools to use video conferencing and interactive technology to share learning and to communicate ideas.

Millbank also participated in small schools Spelling Bee via VC. Students competed in a Round Robin Tournament and enjoyed the
opportunity to be challenged and entertained by students in other schools.

**Priority Schools Program**

Priority Schools Program (PSP) funding is designed to minimise the impact of educational disadvantage for students from low socio-economic backgrounds. It is a tied fund and can only be used in specific ways to support improved numeracy and literacy learning outcomes for students.

Funds were expended on the purchase of sets of books to support the Accelerated Literacy Program, for additional staffing to support students in class and to run a transition program for students enrolling in Kindergarten in 2011.

The use of PSP funds has had a significant positive impact on numeracy and literacy outcomes, with data showing significant improvement in outcomes compared to state and regional averages.

**Gifted & Talented Program**

Senior class GATS students have participated in Murder under the Microscope, experienced Shakespeare, made video advertisements and done creative writing.

In the junior class the year 3 students have participated in healthy cooking, explored different countries of the world, made a documentary about Millbank School, and investigated sun/creation myths of the world.

Murder under the Microscope is an online environmental mystery where students must determine a crime site, victim and villain from clues given in the multimedia website. A large senior GATS group correctly identified the victim, the weedy sea dragon, the location on the Victorian/NSW border and the villain, climate change. As always the trick is getting the information in fast and despite logging in the results in less than 2 minutes we came 97th.

**Environmental Education**

**Science Week**

The theme this year was biodiversity and both classes did activities looking at the diversity of life in the school grounds. We vacuumed insects from grass, shook them out of trees and used a microscope to look at soil and mulch invertebrates. More diversity and greater numbers of animals were found in areas with long grass and leaf litter than mowed, clean areas.

**Coffs Harbour National Marine Park**

In the second and third terms of 2010, the senior class participated in learning programs that integrated studying the rights and responsibilities of citizens living in a democracy with the significance of National Parks in creating a sustainable environment. We studied the novel “Blueback” by Tim Winton, which tells the story of a young boy who grew up to be a marine biologist inspired by his love of the ocean. In the story, the boy’s mother used her democratic rights to save an area of beautiful ocean as a National Park.

The senior class participated in an excursion to Coffs Harbour to view the National Marine Park and tour the Southern Cross University to gain some idea of the courses and opportunities offered through the University, including the courses in Marine Biology. Unfortunately a planned tour of local indigenous sites of significance had to be cancelled because of heavy rain.

The students behaved with maturity and had a great time. Many of them returning to school inspired to follow a career in Marine Biology.

**Climate Clever Energy Savers**

The Climate Clever Energy Savers Program trained teachers in how to involve students in Sustainability Action Groups. The focus of a Sustainability Action Group is for students to analyse the electricity consumption of their school, come up with ideas of how to reduce
electricity usage, design a proposal to put to their principal and once principal approval is received, take action to reduce electricity usage within the school. Examples of where Millbank School is achieving well included the following:

- The executive champions the cause of a sustainable future and fully supports environmental education at all levels.

- Our school already puts sustainability into action by collecting food scraps for compost/chook food, having a worm farm, solar panels on the library roof, collecting and conserving rain water, growing vegetables and fruit trees at school, planting native trees at school, conducting water surveys of Hickeys Creek, and writing letters to Kempsey Shire Council to make suggestions on how to make the local village of Bellbrook more environmentally sustainable.

- Students looked at sustainable house design and saw an excellent model in Bellbrook; exploring the many ways we can design our homes to be more environmentally sustainable.

- The senior class students completed an analysis of the school electricity usage and came up with ideas for saving electricity that our Principal approved of, including making signs to remind students to turn off air conditioners before leaving classrooms, turning off the hot water system in the office/house and investigating more ways to use solar power at our school.

Progress on 2010 targets

Target 1 Reading

- Students in Year 3 will increase achievement in Reading from 71% to 83% achieving above Band 3 in NAPLAN 2010 (not achieved 72%)

- The proportion of students in Year 5 achieving growth that equals or exceeds state average in Reading in NAPLAN 2010 will increase from 50% to 80%. (Not achieved 60%)

Our achievements include:

- In Year 3, 48% of students were represented in the top two bands
- In Year 5, average growth for matched students exceeded state growth by approximately 20%
- In Year 5, 50% of students were in the top band.

Target 2 Numeracy

- Students in Year 3 will increase achievement in the Number, Patterns and Algebra strands of Mathematics from 57% to 66% achieving above Band 3 in NAPLAN 2010. (Not achieved 29%)

- The proportion of students in Year 5 achieving growth that equals or exceeds state average in Overall Numeracy in NAPLAN 2010 will increase from 50% to 60%. (Achieved 80%)

Our achievements include:

- In Year 3, 100% of students were represented in Band 3 or above
- In Year 5, average growth for matched students exceeded state growth by more than 20%
- In Year 5 60% of students were in the top three bands.
Target 3 Teacher Quality

- The proportion of teachers demonstrating deep understanding of the alignment between the school management plan, professional learning activities and improved student outcomes will increase from 33% to 67% by the end of 2010. (Achieved 100%)

Our achievements include:

- The increased use of assessment data to reflect on teaching practice
- Increased staff participation in analysis of NAPLAN data and target setting for 2011
- Professional development in Leadership, Quality Teaching and the use of ICT.

Key evaluations

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

Educational and management practice

Teaching & Learning

**Background**

In 2010 the Dare to Lead team were invited to complete a comprehensive external independent review of Millbank Public School.

Dare to Lead is a project that provides support for schools endeavouring to improve learning outcomes for Aboriginal and Torres Strait Islander students and to improve the curriculum across all schools about traditional and contemporary history and culture.

The Snapshot of Indigenous education conducted at Millbank Public School included interviews with staff, Indigenous and non-Indigenous students, Aboriginal and non-Aboriginal parents, Indigenous employees and school executive. A brief school data review was also completed.

The question sets were recommended by Dare to Lead staff and have been used successfully in other settings.

**Findings and conclusions**

Interview data indicates that:

- Students perceive that learning is important, they feel they are given choice in the way that they learn and that they are getting a good education at Millbank Public School.
- Parents perceive that there are high expectations for student learning outcomes, that teachers keep up with new ideas and that the school is a caring place.
- Teaching and non-teaching staff perceive that all students are supported in achieving improved learning outcomes, that integrated teaching units increase the relevance of teaching and learning and that students enjoy coming to school and learning.

**Future directions**

- To support the transition of students to High School a mentoring/role model link be developed with successful students from local High Schools
- Increased emphasis on the world of work in the curriculum, the aspirations of students and the use of guest speakers who are successful in a range of careers will stimulate student interest and thinking about possible careers
- Increased collaborative projects with other schools in the Macleay Educational Community of Schools to encourage students to develop relationships that will support success at High School, and to support staff to continue the development of best practice teaching strategies.
Curriculum
Aboriginal Education

Background
Dare to Lead evaluation, as above

Findings and conclusions
• Students perceive that the Dhanggati Language program is an important part of the school curriculum, they expressed that they all enjoy learning about Aboriginal culture and that this learning is included across all curriculum areas.
• Parents are very proud of the way their children learn about Aboriginal culture and language. Both Aboriginal and non-Aboriginal parents expressed that learning about Aboriginal culture was very important. The development of Personal Learning Plans is seen as an important process.
• Teaching and non-teaching staff perceive that the regular presence of an elder at the school enhances the teaching of Aboriginal Education. Aboriginal perspectives are used across all Key Learning Areas and the involvement of parents in developing Personal Learning Plans is an essential part of maintaining positive home/school partnerships.

Future directions
• The development of an Aboriginal Learning Team, with a clear statement of responsibilities, this team will be involved in all decision making regarding all matters related to Aboriginal Education
• To develop a Koori newsletter once a term to celebrate student achievement and to provide information to students, parents and the community about school programs, and activities
• To develop a clear platform for positive behaviour, especially for students who change schools often. The implementation of the Positive Behaviour for Learning Program will provide a method to reinforce positive social skills.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of students, parents and teachers about the school.

Their responses are presented below.

Overall students indicated that they get a good education and that Millbank is a very good school. Most students enjoy hands on learning; they feel included in decisions about how they learn. Students would like to do more sport and to spend more time exploring Aboriginal art, dance and culture.

Parents indicated that they feel the school is a caring place, that the principal and teachers are approachable and willing to resolve problems. Most parents think that their children are taught well and that teachers keep up with new ideas in education. Parents would like to see improvements in consistent attendance and strategies to support transition to High School.

Teachers perceived that they were well supported in professional learning and that Quality Teaching and Assessment are embedded in the school. They expressed that Accelerated Literacy and integrated units of work are an enjoyable and effective way to teach. They saw Personal Learning Plans as an important process for forming effective partnerships between school and home. They felt the most important area for development was improving transition to High School.

Professional learning
All teachers at Millbank Public School have participated in professional learning activities with the goal of improving student learning outcomes:

• Accelerated Literacy – further developing teaching skills in supporting students to engage with rich texts, developing higher order thinking skills, grammar and enhanced vocabulary.
• Best Start/Effective Literacy Teaching/Early Literacy – exploring the literacy and numeracy continuums, using assessment tools to identify where students are and developing strategies to move them forward.
• Connected Learning – all staff have now completed training on the use of Interactive White Boards (IWB’s). Participation in the Cooperate & Connect Program supported staff to develop skills in using Video Conferencing and Bridgit Conferencing, where schools can collaborate on learning using IWB’s.

• Leadership – all full time staff participated in leadership training, this included the Teaching Principals Program, Team Leadership for School Improvement and the Women in Educational Leadership Conference.

• The average expenditure per teacher on professional learning in 2010 was $2,406. Total expenditure on professional development was $6016.

• All staff participated in school development days, analysing the school plan, completing OH&S, Emergency procedures, Code of Conduct and policy review. School Development days also included Cultural Awareness training and a focus on developing improved strategies for the teaching of Spelling.

## School development 2009 – 2011

Our school has developed a comprehensive three year management plan that clearly outlines the school’s directions and priority areas. Analysis of school and departmental data has enabled the school evaluation team to identify areas for development and set targets and strategies to ensure improved learning outcomes for all our students.

**Focus priority areas for 2011 are:**

1. **Literacy**
2. **Numeracy**
3. **Student Engagement**

## Targets for 2011

### Target 1

Increase the number of students in Years 3 - 6 spelling at an age appropriate level or above from 44% in 2010 to 54% in 2011 using the South Australian Spelling Test.

**Strategies to achieve this target include:**

- Accelerated Literacy Refresher – (focus on Spelling)
- Review implementation of the North Coast Spelling Strategy
- SLSO/Principal training in WRAPS with a view to building capacity in parents and community to improve home/school partnerships
- Network with schools in Community of Schools to develop collaborative planning and Lesson Study opportunities in Spelling
- Collect data at the end of each term to monitor spelling progress and inform planning

**Our success will be measured by:**

- Regular data collection indicates that all students are achieving growth in Spelling age in comparison to chronological age
- Improved spelling in writing across a variety of text types
- Increased collaboration across the Macleay Education Community of Schools in exploring effective spelling strategies

### Target 2

Increase student achievement in Numeracy: in Yrs 4 & 5 from a group mean of 64% in 2010 to 70% in 2011; Yr 6 from a group mean of 47.8% to 52% in 2011 using the OPI assessment.

**Strategies to achieve this target include:**

- Participation in the Taking Off With Numeracy (TOWN) Program
- Revise Teacher Assessment practice to include specific reflection on new knowledge and skills in the teaching of numeracy.
- Use OPI data to set cohort specific targets in numeracy in the school management plan.

Our success will be measured by:

- Teaching staff demonstrate an increased understanding of the numeracy continuum and increased use of specific assessment tools
- Students demonstrating improved outcomes in numeracy
- The increased use of the North Coast Region’s Planning for Quality in Mathematics Teaching resource.

**Target 3**

To improve student attendance rates from 89.7% in 2010 to 92% in 2011. Strategies to achieve this target include:

- Employment of an SLSO in a community engagement role to promote the achievements of students, liaise with parents, make attendance data accessible, collect data regarding post school outcomes and support the transition to High School.
- Release time for Principal to allow increased collaboration with the Aboriginal Education Consultative Group to support the development of a local partnership agreement and identify strategies for improving the educational experience of Aboriginal students.
- Review Personal Learning Plans to include transition strategies.
- Implementation of the Positive Behaviour for Learning (PBL) Program, this includes student and parent engagement in reviewing and redesigning the student welfare policy.

Our success will be measured by:

- Increased community engagement in Parents & Citizens Association and the Aboriginal Learning Team
- The development of clear codes of conduct and reward systems as part of PBL
- 100% parent engagement in developing Personal Learning Plans for students.

**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: