Our school at a glance

Students

Millbank School has an enrolment of 14 students comprising 11 girls and 3 boys. 6 students identify as Aboriginal.

Staff

Millbank Public School has a teaching principal and one part-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
Values Education
Environmental Education
National Partnerships
Priority Schools Program

Student achievement in 2012

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 & Numeracy – NAPLAN Year 3

There were no students in Yr. 3 in 2012.

Literacy – NAPLAN Year 5

All students in Year 5 achieved at or above the national minimum standard in Reading, Spelling, Grammar and Punctuation, and Numeracy.

100% of students achieved at or above the national minimum standard in Numeracy.

Messages

Principal’s message

2012 has been an exciting year, with lots happening at our school. The significant improvement in student attendance has been a great leap forward, this has been a target over the last few years and this year we have achieved it.

Partnerships between home and school have been further strengthened this year, with regular meetings of the P&C and the Aboriginal learning Team. Parents participated in developing Personal Learning Plans for all students, identifying goals and preferred learning styles.

Teaching staff have worked extensively with other small schools in improving the effectiveness of teaching programs, particularly in Math’s. Sharing ideas and strategies with other teachers, comparing assessment data and using data as the basis for planning has had a positive impact on student learning outcomes.

Millbank School has decreased in numbers due to a changing population in the area. Small Schools have particular advantages, and at Millbank we have engaged learners, quality teaching staff and active home, school and community partnerships.

I would like to thank all members of our school community for the work and achievements of 2012.

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

The P&C were active in 2012. We helped the school by organising transport and activities to get the students out and about more. We organised a Softball Gala Day with other schools and about 400 kids came along and had a good day. We took two students to the Zone Girls Softball competition in Kempsey and they got through and went on to Lismore for the Regional softball trials.

We organised a Halloween Disco along with the SRC to raise money for the end of year presentation to Year 6 students, a great time was had by all. There was good support from the parents at the end of year camp. We provided transport and helped out at Cascade Environmental Education Centre.

Thanks everyone, come along and join us next year.

Amanda Farrawell

Student representative’s message

In 2012 the SRC organised multiple events for the school, for example the Halloween disco & sleepover in October. The SRC negotiated sleepover rules with teachers.

Workplace Health and Safety is an important job for the SRC. Student representatives worked with the General Assistant and School Administration Manager to complete workplace inspections.

The SRC completed a risk assessment for the end of year water fight, we had to check the environment and explain the rules to the other students. It was fun and safe.

We asked all the students what sports equipment the school needed and used Coles’ vouchers to buy new equipment.

Aaliyah Hamilton

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

![Student enrolment profile graph]

Attendance was a target in 2012; we made fantastic progress due to the combined efforts of students, parents and staff.

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.
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>Part-Time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Release From Face to Face</td>
<td>0.042</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Priority Schools 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>2.406</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) 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.

Staff retention

Due to falling enrolments a full time teaching position was lost.

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>50%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>40849.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>40783.33</td>
</tr>
<tr>
<td>Tied funds</td>
<td>48684.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2554.06</td>
</tr>
<tr>
<td>Interest</td>
<td>1898.93</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>369.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>135140.49</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 4374.53
  - Excursions: 598.86
  - Extracurricular dissections: 4445.57
- Library: 744.12
- Training & development: 282.05
- Tied funds: 54168.78
- Casual relief teachers: 965.95
- Administration & office: 6867.79
- School-operated canteen: 0.00
- Utilities: 8849.06
- Maintenance: 3427.03
- Trust accounts: 368.50
- Capital programs: 0.00
- Total expenditure: 85092.24

Balance carried forward: 50048.25

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

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 2012. From Year 3 upwards, students who demonstrate the ability to focus and practice a musical instrument have the opportunity to learn keyboard in small group settings. Some talented musicians have emerged from the keyboard lessons taught by Ruth Shepherd, a specialist music teacher with 30 years of experience teaching keyboard and music with a focus on it being an enjoyable and creative experience.

Representatives from our school also participated in the Macleay Educational Community of Schools Music Festival, joining students from 17 other schools to sing as part of a massed choir. All students participating in the festival found it a wonderful experience. It is an especially great opportunity for students from small schools like ours.

Students working in renewed Art area

Community volunteers Peter and Rhonda Minko redesigned an underutilized outdoor learning space into a dedicated Art area. Their input into learning about colour and form in Visual Arts has been invaluable.

Ruth, the specialist music teacher attended professional development provided by Musica Viva. Participating teachers were presented with strategies to engage reluctant students in music education. Our students joined Willawarrin Public School for two concerts this year.

The Sousaphonics brought the sounds of afro-beat, circus, Balkan folk, Mardi gras, samba, carnival and just about every other festival in the world, to our schools in May.

Conducting the Sousaphonics

In November, Irish band Fada presented a delightful union of traditional Irish songs and high-energy dance tunes. Punchy accordion-fiddle duets backed powerfully on bouzouki and guitar are equally matched by gorgeous renditions of humorous ditties and haunting ballads.

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, Greenhill and Willawarrin Schools. More competitive swimmers were involved in the Primary Schools Sports Association (PSSA) Swimming Competition.

Students participated in the “John O’Neill” Sports Carnival, an annual carnival for small schools in the Upper Macleay.

School teams entered the PSSA Basketball, Softball and Soccer competitions this year. Parent support in coaching and transport was invaluable.
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.

Reading – NAPLAN Year 3
No Year 3 students were enrolled in 2012.

Numeracy – NAPLAN Year 3
No Year 3 students were enrolled in 2012.

Reading – NAPLAN Year 5
Areas of strength include:
- Identifying the main idea in a persuasive text,
- Interpreting a character’s personality in an imaginative text,
- Identifying consistent verb tense.

Areas for development include:
- Interpreting symbols in an information text,
- Recognising a theme in an information text,
- Recognising literary devices in an imaginative text.

Numeracy – NAPLAN Year 5
Areas of strength include:
- Interpreting data in graphs,
- Calculating the solution to a money problem,
- Using a plan to locate position.

Areas for development include:
- Using Patterns & Algebra to solve a word based problem,
- Using multiplication strategies,
- Locating the position of a number on a number line to 1000.

Progress in reading
Progress in reading has continued to exceed State and Regional averages.

Progress in numeracy
Progress in numeracy has been similar to State and Regional averages, but significantly above schools with statistically similar students.

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.

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 Aboriginal Learning Team has met regularly this year, the Student Welfare policy was reviewed and ideas discussed for enhancing the participation of community members in learning and teaching.

A formal Partnership Agreement was signed between the Macleay Valley Aboriginal Education Consultative Group (MVAECG) and the Macleay Educational Community of Schools (MECS). This agreement outlines strategies to improving educational outcomes of Aboriginal students by building relationships and pathways, developing guidelines for educational leadership and accountability and identifying quality teaching and learning strategies that engage indigenous learners. This historic agreement is a first step on a journey of reconciliation. Millbank School’s principal was a key participant in the formation of this agreement.
The Dhanggati Language program continues to be a core program in the school. There is a high cultural value in having an elder regularly in the school. Learning another language also supports student understanding of the grammatical structure of English. We are honoured to be able to participate in the learning of the local language.

Millbank joined other small schools from the Macleay Valley to celebrate NAIDOC day at Greenhill Public School. Schools were welcomed by Aunty Esther Quinlan and experienced a traditional smoking ceremony. Students rotated through activities including; rock art, language games, storytelling with elders and jewellery making.

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.

**Multicultural education**

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

Bellbrook, Greenhill and Willawarrin Public Schools joined us this year to celebrate “Living in Harmony Day”, a celebration of cultural diversity.

Teaching and learning programs promote the understanding that Australia has a multicultural history and that many different cultural have contributed to Australian society.

Programs explicitly promote the Anti-racism policy.

**Values Education**

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

A new initiative this year was the introduction of “Play is the Way”, a program to designed to build emotional intelligence and resilience through participation in guided play, classroom activities and the explicit teaching of empowering language.

Millbank students proudly participated in the ANZAC Day service at Bellbrook this year. One of our student leaders spoke at the service and a wreath was laid. Students realise the importance of remembering the sacrifice of Australian Defence Force Personnel in protecting democracy.

**Environmental Education**

Millbank students are encouraged to see the importance of maintaining a sustainable environment. Students participated in planting trees donated by National Parks and Macleay Land Care Group. 22 schools across the Macleay Valley participated in this project.
Millbank School received accreditation as a Waterwise school this year. Senior students presented a series of water projects to staff from Kempsey Shire Council and Cascade Environmental Education Centre. Presentations included explanations of the water cycle, the importance of water to maintaining health; and the effects of poor water quality and water scarcity in developing nations.

Proud to be a Waterwise School

National partnership programs

Millbank School received $21 056 in Low Socio-Economic National Partnerships funding this year. The purpose of this funding is to raise the quality of teaching in participating schools as this is the single greatest in-school influence on student outcomes. 2012 is the third year of the four year program. Funds must be used to develop sustainable change. The partnership emphasises strengthening school leadership and teacher professional development.

In 2012 funds were spent on the following areas:

- Employment of a Student Learning Support Officer 2 days per week to continue the development of positive community relationships. A part of this role was to collate and publish attendance data, and to promote the importance of good attendance.
- Improvement of home school communication by upgrading the school website, promoting school and community events and encouraging community participation. A policy was developed for the projected establishment of a Facebook presence in 2013.
- The continued implementation of the Positive Behaviour for Learning Program. Staff developed explicit lessons for teaching the core values of Respect, Reliability and Responsibility across a range of settings in the school.

Rewards excursions for positive attendance and behaviour were implemented.

Behaviour data indicated a significant improvement in behaviour during 2012. There were no suspensions in 2012.

- Offering technology training programs to parents and school community members. These training programs enabled participants to develop a range of skills including; emailing attachments, accessing educationally valuable online games and using multimedia web programs.
- Supporting the on-going role of the Aboriginal Learning Team and enabling the principal to regularly attend meetings of the Aboriginal Educational Consultative Group (AECG) in order to further develop community partnerships.
- Supporting a continued Lesson Study Program with Bellbrook Public School, improving understanding of the Numeracy Continuum, assessment strategies and program delivery in Maths.

Priority School Program

Millbank School received $11 100 in Priority Schools Program (PSP) funding this year. The purpose of this funding is 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.

In 2011 funds were spent on the following areas:

Accelerated literacy – sets of texts were purchased to support an integrated teaching and learning program, literacy themes are linked to
Science and HSIE topics. This connectedness makes student learning more meaningful and effective.

Online Assessments – while in larger schools NAPLAN is a very useful tool for planning and assessment, in our smaller context it does not provide sufficient data. By using an online assessment tool developed by the Australian Council for Educational Research, the school is able to monitor student achievement in numeracy and literacy regularly and accurately. This means we can become more flexible in adapting our teaching strategies and find the strategies that work for our students.

Community engagement – staff participated in professional development in order to improve home/school communication. PSP funds enabled us to devote sufficient time to having parent, student and teacher meetings to develop Personalised Learning Plans for every student.

Music program – a specialist music teacher provided whole school, and individual music lessons to students. Research indicates that music has a significant impact on improving achievement in both literacy and numeracy (Caldwell, Harris Vaughan 2011).

**Progress on 2012 targets**

**Target 1**

Positive parent response regarding school communication about programs and activities increases from 71% in 2011 to 84% in 2012.

Our achievements include:

- When surveyed 100% of respondents either agreed or strongly agreed that MPS has effective home/school communication strategies (Target exceeded)
- Building on the school website as a form of communication, initiating a school blog to inform parents and members of the school of events and school achievements.
- The employment of a School Learning Support Officer to improve communication strategies with parents and the school community.

**Target 2**

To improve student attendance rates from 89% for Terms 1 -3 in 2011 to 92% for Terms 1 -3 in 2012

Our achievements include:

- Attendance data showed attendance was as follows:
  - Term 1 92.3%
  - Term 2 93.4%
  - Term 3 95.7%
  - Average for Terms 1 -3 93.8% (Target exceeded)
- Establishment of Reward excursions for good attendance and positive behaviour, at the end of each term. In Terms 3 & 4 all students participated in excursions.

**Target 3**

Increase student achievement in Grammar and Punctuation in

Yr. 5 from a group mean of 64.8% in 2011 to 70% in 2012

Yr. 6 from a group mean of 45% in 2011 to 55% in 2012 using OPI assessment data

Our achievements include:

- Yr. 5 Group mean for Grammar & Punctuation was 76%, exceeding the target by 6%.
- Yr. 6 Group mean for Grammar & Punctuation was 72%, exceeding the target by 17%.
- Teachers regularly collected and analysed data, adjusting programs as required, increasing the effectiveness of teaching and learning.
Target 4
Increase student achievement in Numeracy
Yr. 5 from 66% in 2011 to 72% in 2012
Yr. 6 from a group mean of 58% in 2011 to 64% in 2012 using OPI assessment data
Our achievements include:
• Yr. 5 Group mean for Numeracy was 70%, 2% lower than the target.
• Yr. 6 Group mean for Numeracy was 70%, exceeding the target by 6%.
• Continuation of Lesson Study program focussing on effective collection and analysis of data to inform engaging balanced numeracy lessons.

Future directions
• Review and revise Home Reading and Homework program.
• Parent/Carer workshops to increase knowledge and understanding of the numeracy and literacy continuums.
• Increase staff and parent engagement with Early Learning in Literacy & Numeracy.

Information and Communication Technology
Background
Parents, students and teachers were surveyed by responding to Best Practice statements and through participation in focus groups with DEC consultants.

Findings and conclusions
• Parents perceived that there are many opportunities for students to use technology, that it is important to learning and that it engages students. Parents would like to be better informed about the use of computers at school.
• Students perceived that there are plenty of opportunities to use computers, that they are important to learning. They would like more time online, increased use of Web tools and to develop improved research skills.
• Teachers indicated that there were good opportunities for professional development, encouragement to try new ideas and support in resourcing.

Future directions
• Develop Facebook page to facilitate communication between home and school.
• Investigate games based learning strategies to further engage students.
• Offering technology information sessions to parents to improve understanding of how we use technology in class.
Parent, student, and teacher satisfaction

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

- Parent responses indicated that students are the main focus of the school, that the school engages well with the community and that there is a culture of tolerance and acceptance. Parents would like to see a greater emphasis on the development of social skills.
- Students indicated that they found the school friendly and that parents are involved in school life. They felt that the school teaches core values. Students would like to see more extracurricular activities like sports, dance and chess.
- Teachers indicated that the school is a supportive environment; that programs like Play is the Way and Positive Behaviour for Learning help to create a positive learning culture. Regular collection and analysis of data ensures academic rigour.

Professional learning

All teachers at Millbank Public School have participated in professional learning activities with the focus on improving student learning outcomes:

- All teachers participated in a Lesson Study program focussed on numeracy with a partner school and regional consultant.
- Online learning became a significant part of professional development. All staff participated in a pilot project called PLANE. One staff member was identified as a High Achieving Teacher in digital learning.
- One staff member attended the Quality Teaching Conference in March.
- One staff member participated in professional development in Early Years learning, with a focus on supporting young Aboriginal students.
- All teaching staff participated in a Learning Support program to support students with difficulties in Reading.
- The total expenditure on professional learning in 2012 was $6177, an average expenditure of approximately $2030 per teacher.
- All staff participated in School Development days; reviewing the school management plan, completing mandatory training in Workplace Health and Safety and Emergency Procedures. Additional days included developing critical thinking skills, and supporting students with difficulties in reading.
- Three part-time staff are classified as New Scheme Teachers, of whom one is maintaining accreditation and two are working towards accreditation with the NSW Institute of Teachers.

School planning 2012—2014

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

School priority 1

Enhance leadership capacity to achieve greater positive change in educational outcomes for all students.

2013 Targets to achieve this outcome include:

Increase parent participation in volunteering in the classroom from 0 in 2012 to 2 parents participating regularly in 2013.

Strategies to achieve these targets include:

- Parent/Carer workshops to increase knowledge and understanding of the numeracy continuum.
- Increase staff and parent engagement with Early Learning in Literacy & Numeracy.
- Review and revise Home Reading/Homework program

School priority 2

Improve student outcomes in literacy & numeracy, by integrating the explicit teaching of skills across all learning areas.

2013 Targets to achieve this outcome include:

- Increase the percentage of students achieving grade appropriate clusters in the writing aspect of the Literacy continuum from 47% in 2012 to 58% in 2013.
- Increase the percentage of students achieving grade appropriate clusters in the Multiplication & Division aspect of the Numeracy Continuum from 53% in 2012 to 67% in 2013.

Strategies to achieve these targets include:

- Collegial networking across schools to support consistency of teacher judgement.
- All teachers participate in training to increase understanding of the Writing aspect of the K-6 Literacy Continuum.
- Teachers use conferencing technology to participate in lesson study and teacher reflection with geographically distant schools.

School priority 3

Develop higher quality partnerships between home, school and community.

2013 Targets to achieve this outcome include:

- School policies that reflect joint planning with the Aboriginal Learning Team increase from 1 in 2012 to 2 in 2013.

Strategies to achieve these targets include:

- Employment of an SLSO to support engagement of Aboriginal students and families in the education process.
- Aboriginal Learning Team (ALT) guides and informs school on appropriate strategies to engage students and community and to improve educational outcomes.
- Principal engages with the Macleay Valley AECG and actively supports the implementation and ongoing monitoring of the MVAECG/DEC Partnership agreement.

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.

Amanda Farrawell P&C President
Karen Read-Bloomfield Community Engagement
Vivian Harris Teacher
Arthur Bain Principal

School contact information

Millbank Public School
Hickeys Creek Rd Millbank NSW 2440
Phone: 6567 1250
Fax: 6567 1215
Email: Millbank-p.school@det.nsw.edu.au
School Code: 2553

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: