Millbank Public School
Annual School Report 2013
School context

Millbank Public School is a small one class school, situated in a rural community approximately 50 kilometres from the nearest major town. Approximately 43% of students identify as indigenous. Our school encourages community participation and emphasizes the core values of respect, responsibility and reliability.

Principal’s message

We have continued to make positive achievements in the areas of academic achievement, social development and community engagement.

Academic targets have been exceeded. Social and physical development has been supported by programs to encourage physical activity, resilience and emotional intelligence.

There has been significant collaboration within our community of schools; including staff development, sporting events and extracurricular activities.

Millbank School has implemented the new English Syllabus this year with exciting dimensions including creativity and digital technology.

Plans for 2014 include engaging the community with practical science activities, while exploring and implementing new Mathematics and Science Syllabuses.

I would like to thank all members of our school community for the work and achievements of 2013.

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

One of the key roles the P&C have played this year is helping with transport. In a school like ours, being so far out of town, our kids couldn’t do lots of things without us helping.

We have helped with the end of term award excursions, transport for swimming was a huge commitment, but so important. Seeing the looks on the kids’ faces and the improvement in the water makes it all worth it.

The P&C raised funds for camp and provided excellent food, thanks Neichole and Sue, without the money and the woman power the camp could not have happened.

We organised 2 days of tee ball and softball games between schools in the valley. The older girls were great; they helped with skills training for the little kids. The 2 days were a great success.

The P&C also helped with School Planning for next year, so we are looking forward to helping with practical science in 2014.

Thanks to everyone who has helped this year. We always welcome new members to our P&C.

Amanda Farrawell

Student representative’s message

Each year students are given the option of standing for election to be a student representative. The candidates speak to the school about how they would be good in the role. This year the SRC has been made up of all the year six students. The SRC maintain safety and organize fun days and activities, such as the Pet Dog Day, the Pyjama Day and the Dress-up Disco. We also have the responsibility of getting the equipment out for other students, as well as leading and organizing games and sports. I have enjoyed being in the SRC. We have gained in confidence through taking part in leadership training and appreciate being in a position of trust.

Aaliyah Hamilton
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

The enrolment at Millbank Public School has decreased due to the changing demographic in the area.

Student attendance profile

Good attendance has been an ongoing goal for our school. In 2012, for the first time attendance exceeded State and Regional averages, it has continued to improve.

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.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
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<tr>
<td>Priority School Funding</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>2.406</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The above table describes staff establishment paid directly by the Department of Education and Training, in addition a temporary Student Learning Support Officer (SLSO) was employed. Three casual SLSO’s were employed in various roles during the year and a regular casual teacher, all 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>
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<tr>
<td>Postgraduate</td>
<td></td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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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>30/11/2013</th>
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<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>26160.91</td>
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<tr>
<td>School &amp; community sources</td>
<td>1990.86</td>
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<tr>
<td>Interest</td>
<td>1369.25</td>
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<tr>
<td>Trust receipts</td>
<td>352.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>117799.66</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>5604.48</td>
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<tr>
<td>Excursions</td>
<td>1975.46</td>
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<tr>
<td>Extracurricular dissections</td>
<td>2755.59</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>358.45</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>66864.90</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>50934.76</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Jenny – our dedicated School Admin Manager

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)

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

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

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.

NAPLAN Year 3 - Literacy

All students met or exceeded the National Minimum Standards in Reading, Writing, Spelling, Grammar and Punctuation.

Areas of strength include:

- Accurate use of adverbs in Grammar and Punctuation,
- Writing well-structured persuasive texts,
- Understanding figurative language when reading imaginative texts.

Areas for development include:

- Correctly using prefixes and suffixes in spelling,
- Interpreting informative texts when reading,
- Accurately identifying relative pronouns in a compound sentence (Grammar & Punctuation).
**NAPLAN Year 3 - Numeracy**

All students met or exceeded the National Minimum Standards in Numeracy.

Areas of strength include:
- Using understanding of chance and data to accurately predict possible outcomes,
- Naming and identifying two and three dimensional shapes,
- Using multi-step calculations to solve problems involving fractions.

Areas for development include:
- Accurately solving word problems involving money,
- Correctly interpreting problems using algebra,
- Solving word problems involving division to four digits.

**NAPLAN Year 5 - Literacy**

No Year 5 students were enrolled in 2013.

**NAPLAN Year 5 - Numeracy**

No Year 5 students were enrolled in 2013.

**Achievements**

**Arts**

As part of our balanced school curriculum, we have a strong commitment to creative arts.

Representatives from our school 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.

The highly acclaimed Musica Viva Program continued in collaboration with Willawarrin Public School. Students participated in two concerts, with extensive pre-concert preparation.

**Makukuhan** is a mini gamelan orchestra, which brought the distinctive Indonesian sound to life. Using traditional masked dance and instruments, Makukuhan was the perfect window into the exotic music of our northern neighbours.

**Jacana** used music from contemporary Brisbane composers Nigel Sabin, Sarah Hopkins and Andrew Schultz to evoke distinct periods of Australian history inspired by jazz, classical, and contemporary styles.

**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.

Millbank School P&C, in partnership with the Macleay Valley Softball Association organized two well attended softball gala days.
Significant programs and initiatives

Aboriginal education

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

A comprehensive transition program was provided for students starting school in 2014, to ensure school readiness. Aboriginal student attendance rates are above the school average of 96%. All students have a Personal Learning Plan, developed in collaboration with parents and carers.

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 and Willawarrin Public Schools joined us this year to celebrate “Living in Harmony Day”, a celebration of cultural diversity. Students experienced workshops in drumming, Fijian culture and European crafts.

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

Teaching and learning 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.

“Play is the Way” has continued as a program to build emotional intelligence and resilience through participation in guided play, classroom activities and the explicit teaching of empowering language.

The core values of Respect, Responsibility and Reliability have become a part of the school culture. Students are explicitly taught these behaviours across a range of environments, inside and outside the school.

The “Crunch ‘n’ Sip” Program was launched with a healthy barbecue; this was supported by Mid North Coast Area Health Service, community and parents. There has been a significant positive change in the nutritional habits of students over the year.

Members of the Student Representative Council participated in leadership training, organised in collaboration with the Macleay Educational Community of Schools. This training helped students build relationships with other leaders from the valley.
Environmental education for sustainability

A successful National Solar Schools Project submission funded the installation of a 6.6 kW bank of solar panels this year. This has the benefit of significantly reducing electricity costs to the school, and also providing a wide range of data to engage students in authentic learning, particularly in Maths and also across other curriculum areas.

A spin off from the Crunch ‘n’ Sip program has been the construction of a vegetable garden at school to enable students to grow and eat fresh vegetables. This supports learning in personal health, science, mathematics and literacy.

Transitional Equity Funding

Millbank Public School received $10,600 in Transitional Equity Funding in 2013. The purpose of this funding is to minimise the impact of educational disadvantage for students from low socio-economic backgrounds.

In 2013 these funds were used to support senior students in attending a digital animation course, providing skills and opportunities in creating texts, this supported the development of improved writing, evidenced in school based assessments. Parent participation was encouraged by providing First Aid training and supporting school events, this helped to strengthen community ties and build capacity for parents to support the school in sports and on excursions. Software licenses for Numeracy and Literacy programs were purchased to assist students to improve academic outcomes. A comprehensive transition program was delivered to ensure school readiness for students starting Kindergarten in 2014.

Low SES National partnership

Millbank School received $36,452 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. 2013 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 2013 funds were spent on the following areas;

- Employment of a Student Learning Support Officer two 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.
- Professional development within our local Small Schools network to support the improvement of evidence based teaching and learning programs.
- Collaborative professional development in understanding and accurately placing students on continuums of learning in Literacy and Numeracy.
- Professional development in the implementation of the new K-10 syllabuses in English and Mathematics. The new English syllabus was trialed this year and will be fully implemented in 2014. The new Mathematics syllabus will be trialed in 2014 and fully implemented in 2015.
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:

- Interviews of staff, students, parents and community members.
- Surveys of parents, students and staff.
- Analysis of student achievement data, including NAPLAN analysis.
- Co-operative school planning meeting with Small Schools Principals Network.

School planning 2012—2014: progress in 2013

School priority 1
Enhance leadership capacity to achieve greater positive change in educational outcomes for all students.

Outcomes from 2012–2014
Increase parent participation in volunteering in the classroom from 0 in 2012 to 2 parents participating regularly in 2013.

Evidence of progress towards outcomes in 2013:

- No progress in engaging parents to become regular helpers in class.
- Low parental engagement in numeracy and literacy workshops.
- Regular volunteering by 2 community members supporting the Creative Arts Program.

Revision of target for 2014

- See Priority 1 2014 School Plan - Increase parent participation in supporting Science from 1 activity in 2013, to 2 activities per term in terms 1-3 in 2014
- Focus group identified that parents preferred to support in more hands on activities like Science.

Strategies to achieve these outcomes in 2014

- Explore new K-10 Science Syllabus with teaching staff.
- Parent workshops outlining the values, skills and knowledge across the Science continuum.
- Cooperative development of practical science lessons with staff and parent volunteers.
- Develop Units of Work integrating Science, Maths (Data) and Literacy.

School priority 2
Improve student outcomes in literacy and numeracy, by integrating the explicit teaching of skills across all learning areas.

Outcomes from 2012–2014

- 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.

Evidence of progress towards outcomes in 2013:

- Analysis of student writing samples indicated that 61.5% of students were achieving grade appropriate outcomes, target exceeded.
- School based analysis of student understanding of Multiplication and Division indicated that 69% of students were achieving grade appropriate outcomes, target exceeded.
Revision of target for 2014

Increase in the percentage of students spelling at an age appropriate level from 41% in Term 3 2013 to 58% in Term 3 2014 using the South Australian Spelling Test.

- See Priority 3 2014 School Plan
  - Increase in the percentage of students spelling at an age appropriate level from 41% in Term 3 2013 to 58% in Term 3 2014 using the South Australian Spelling Test.
  - Increase the percentage of students in Stage 1 and above achieving grade appropriate clusters in the Place Value aspect of the Numeracy Continuum from 37.5% in 2013 to 56% in 2014.

- With significant improvement in writing, analysis of work samples and NAPLAN data indicate a key area for development is proofreading, with an emphasis on developing strategies for effective spelling.
- With a 42% change in school population in 2014, a focus on the key understanding of Place Value is essential to build a solid foundation. It is estimated that 37.5% of the 2014 cohort have this understanding.

Strategies to achieve these outcomes in 2014:

- Staff participation in the MECS Alliance Project to improve student engagement.
- All teachers participate in training to increase understanding of the Place Value aspect of the K-10 Numeracy continuum.
- Consolidation of Numeracy in Action Program within Small Schools network.

School priority 3

Develop higher quality partnerships between home, school and community.

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- The Aboriginal Learning Team was consulted on the Child Protection Policy in Term 1.
- No other policies were discussed

Revision of target for 2014

- See Priority 4 2014 School Plan - Increase participation of elders from the local Aboriginal community in planned activities from 0 in 2013 to 1 per term in Terms 1 - 3 in 2014.
- Aboriginal Learning Team (ALT) identified policy development as the principal’s role, working on policy has actually disengaged the community.
- The ALT would like to play a greater role in supporting the school to connect with elders and local history.

Strategies to achieve these outcomes in 2014:

- Staff/ALT development in the implementation of the 8 Ways Pedagogy.
- Maintain engagement of the Aboriginal Learning Team from 4 meeting in 2013 to 4 meetings in 2014.
- Aboriginal Learning Team (ALT) guides and informs school on appropriate strategies to engage students and community and to improve educational outcomes.
- Principal continues engagement with the Macleay Valley AECG and actively supports the implementation and ongoing monitoring of the MVAECG/DEC Partnership agreement.

Mr. Duncan models eating healthy food
School priority 4

Empower the school community to engage in achieving improved social and learning outcomes.

Outcomes from 2012–2014

To maintain student attendance rates at 93.8% for Terms 1 -3 in 2012 for Terms 1 -3 in 2013

Evidence of progress towards outcomes in 2013:

- Attendance for Terms 1 -3 was 96.9%.
- Target was significantly exceeded.

Revision of target for 2014

- See Priority 2 2014 School Plan - To maintain student attendance rates at 96.9% for Terms 1 -3 in 2013 for Terms 1 -3 in 2014
- Need to update target to reflect achievement.

Strategies to achieve these outcomes in 2014:

- Continued management of a school Facebook page to engage families and community.
- Student directed learning experiences maintained to positively affect student engagement.
- Continuation of the Positive Behaviour for Learning Program and rewards program for behavior and attendance.

Professional learning

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

- All staff participated in School Development days; reviewing the school management plan, completing mandatory training in Workplace Health and Safety and Emergency Procedures.
- All teaching staff participated in a Learning Support program to support students with behaviour difficulties.
- All teaching staff participated in a program to develop understanding of the new K-10 English Syllabus, including using Board of Studies “Program Builder” software to develop integrated units of work.
- Two part-time teaching staff attended a Beginning Teachers Program to assist with collecting and presenting evidence for teacher accreditation.
- All teaching staff participated in a small schools network program to develop consistency of assessment and best practice teaching of writing.
- The Principal attended the NSW Primary Principals Association State Conference in order to maintain a wide perspective and understanding of broader educational issues.
- The total expenditure on professional learning in 2013 was $8071, an average expenditure of approximately $2690 per teacher.

A Japanese Feast – let’s learn to use chopsticks
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 100% of parents responded. Responses indicated a high level of satisfaction with their children’s education. Focus groups indicated that parent participation would be improved with science activity days, and that the Facebook page has contributed to improved communication. An area for development would be improved communication around school planning and budgeting.

- Student responses indicated that they enjoyed school; they liked having choice in learning strategies, with a clear preference for working collaboratively in groups. Students would like to do more hands on science activities.

- Staff indicated that they enjoy their work. They felt well supported and that they have good opportunities for professional growth and development. They had a clear understanding of the school plan and budget.

Future directions

- Increase parent participation in supporting Science from 1 activity in 2013, to 2 activities per term in Terms 1-3 in 2014.
- Increase student directed learning experiences in differentiated curriculum.
- Staff participation in the MECS Alliance Project to improve student engagement

Program evaluations

English

Background

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

Findings and conclusions

- Most parents perceived that English is taught well and that students are engaged. Spelling was identified as a priority by some parents. Areas for development included improved school communication and student engagement.

- Students perceived that English is an important subject. They enjoyed having choice in learning activities and having explicit criteria led to a significant improvement in outcomes.

- Teaching staff are interested in continuing to explore the new K-6 English curriculum. They felt that the school is well resourced for teaching English. Collaboration with other small school was a popular and effective professional development activity.

Future directions

- Identification of best practice spelling strategies within small schools network.
- Increased explicit teaching of 4 Spelling Knowledge forms.
- Develop Units of Work integrating Science, Maths (Data) and Literacy.
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.

Arthur Bain  Principal
Amanda Farrawell  P&C President
Fred Kelly  Macleay Valley AECG Rep
Allison Mitchell  Principal Colleague

School contact information

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School Code: 2553

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: