Milbank Public School
Annual School Report 2014
School context statement

Millbank Public School is a small rural school located approximately 50 km west of Kempsey in the heart of the Dhanggati nation. The school was established in 1891 and services a community which is proud of its rich and diverse lifestyles. It has a tradition of strong community involvement and shared governance.

The school takes pride in being a community resource that is dedicated to educating children in partnership with the community. It works to provide an excellent education for students in a caring, safe, tolerant and stimulating environment. The school works to meet the individual needs of students in academic learning as well as in the areas of emotional and personal growth and socialisation.

The school has a significant Aboriginal population and has an ongoing, inclusive Aboriginal Language Program. Millbank Public School is well resourced with tennis courts, interactive white boards gardens and a chook shed.

Millbank School serves a Low Socio-Economic Community, with a Family Occupation and Education Index (FOEI) of 138; this means that the school receives significant equity funding.

The school’s motto Learn to Live, Live to Learn is evidenced in all aspects of school life.

Principal’s Message

2014 has been another great year for Millbank School. In addition to our concentration on the key areas of numeracy and literacy, Science has been one of our focus areas, with the implementation of a new syllabus this year.

Community engagement is such an important part of 21st Century Learning. Parents have successfully engaged in Science Activity Days and very importantly become part of the new school planning process.

We recognize the importance of student achievement in academic and physical education, and the importance of building resilience and good citizenship. We aim to support students to be well balanced, assertive and successful adults, contributing to a positive future.

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, visiting the National park caves at Willi Willi, Ricardoes Tomatoes and having a barbecue at Blackbird Flat.

Transport for swimming was a huge commitment, but so important. Seeing the looks on the kids’ faces was awesome, and the improvement, especially Patrick and Bill who can now swim the width of the 25m pool.

The P&C tried a new method of fundraising this year, with plants and chocolates. Unfortunately this did not work as well as expected, we just covered our costs. The lesson is to use strategies that do not cost us money.

The P&C participated in practical science experiments, there were six Science Activity Days in 2014, and we provided lunch for three of them.

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

Amanda Farrawell

Student Representative Council Message

This year the SRC have shown leadership by being responsible for organising the sports equipment. We have set up games for other students and kept the sports shed tidy. We also have been role models; because we help others learn respect. We helped resolve problems and also made sure everyone was included in games.

We kept the school safe by taking part in safety inspections with the General Assistant, John, and Jenny, the School Administration Manager. We helped to create risk assessments for activities around our school like Clean-up Australia Day, Pet Dog Day and the end of year Monster Water Fight.

We encouraged other students to follow the school rules of Respectful, Responsible and Reliable behaviour.

Annie Knox and Chloe Hall
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

Enrolments have stabilized, and are expected to remain stable, with one student leaving for High School in 2015 and one Kindergarten enrolment.

Student attendance profile

Attendance has continued to exceed State DEC average for the third consecutive year.

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>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Priority School Funding</td>
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</tr>
<tr>
<td>Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>2.406</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 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.

Tied funds were used to provide additional staffing, in addition to the fulltime Teaching Principal, two part time teachers each worked for two days per week.

Dhanggati Elder, Aunty Esther Quinlin was employed in the Aboriginal Language Program, a casual teacher; also Aboriginal was employed on a regular basis.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>n/a</td>
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</table>
Professional learning and teacher accreditation

All staff participated in Professional Learning in 2014. These activities included

- Exploration of the new Science Syllabus, to identify new opportunities for practical experiences and integrate the teaching of Science across all learning areas,
- Exploring strategies for the improvement of learning and teaching Spelling,
- Lesson Study programs in teaching and assessing mathematics,
- Participation in the Macleay Community of Schools (MECS) Leadership Alliance, using an Instructional Rounds approach to developing clear learning goals and criteria for success,
- Engagement in learning about the Choice Theory approach to positive behavior management.

Approximately $3 000 was spent on Professional Learning, an average of $1 000 per teacher. This expenditure was able to be made more effective by using existing part time staff, rather than daily casuals, to enable attendance at professional development activities.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>39478.55</td>
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<tr>
<td>Tied funds</td>
<td>61269.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2485.79</td>
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<tr>
<td>Interest</td>
<td>1979.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>71.48</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>156220.34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>
School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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 and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy

The reporting of information must be consistent with privacy and personal information policies therefore the school is unable to supply specific information in this section. Individual results have been discussed with the students and their parents/carers.

NAPLAN Year 3 - Numeracy

The reporting of information must be consistent with privacy and personal information policies therefore the school is unable to supply specific information in this section. Individual results have been discussed with the students and their parents/carers.

NAPLAN Year 5 - Literacy

There were no students in Yr. 5 in 2014.

NAPLAN Year 5 - Numeracy

There were no students in Yr. 5 in 2014.

Other 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.

Making omelettes - practical Maths

Learning through participation

Students get into the swing with Anglo-Celtic Folk Band “Pastance”
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.

Recognizing commitment and achievement

Coaching in Cricket and Rugby League was provided, with inter-school competitions to reinforce learning.

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 2015, to ensure school readiness. 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 South Kempsey Public School.

Elders and community members are encouraged to be a part of our school program. In August Aunty Eileen, Aunty Mavis and Uncle Cyril spoke to the students about the history of Kempsey, using the art works of Robert Campbell Jnr.

“Who Said You Could Fish Here?” Robert Campbell Jnr 1988

The Dhanggati Language Program continues to provide significant cultural knowledge in our school. The program has had some problems this year due to the demands on local elders as Language Tutors.

School leadership is active in the Aboriginal Education Consultative Group (AECG) the key community stakeholder in Aboriginal Education. The Principal attends all AECG meetings and plays a key role in moving forward the Partnership Agreement between schools and community.

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 and anti-racism**

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 Pottery, Indigenous Art and Buddhist meditation. We shared a Moroccan feast for lunch.

![Students explore pottery making](image)

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

Teaching and learning programs explicitly promote the Anti-racism policy.

**Citizenship**

Millbank students had the opportunity to show the importance of good citizenship by participating in:

- Clean Up Australia Day
- Firewise Education
- Responsible Pet Care Education

**Transitional Equity Funding**

Millbank Public School received nearly $44 000 in Transitional Equity Funding in 2014. The purpose of this funding is to minimise the impact of educational disadvantage for students from low socio-economic backgrounds.

The majority of the funding was spent on employing staff to support the teaching and learning of numeracy and literacy in the classroom.

A proportion of the funding was used to support staff professional development to improve student academic outcomes.

A further portion of the money was put towards the latest interactive technology, replacing an interactive whiteboard which was out of warranty and no longer performing effectively.

![Hands on learning in the Chook Shed](image)

![Students clean up the Community Hall](image)

![Students learn from local volunteers](image)

![Learning to be safe around dogs](image)
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:

School priority 1

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

Outcomes from 2014

Increase parent participation in supporting Science from 1 activity in 2013, to 2 activities per term in terms 1-3 in 2014

Evidence of achievement of outcomes in 2014:

- Parent participation in Science Curriculum workshop.
- Parents were actively involved in the development of practical Science activity days.
- Parent and student school evaluations indicated that the majority of stakeholders recognize that Science is seen as an important subject.

Strategies to achieve these outcomes in 2014:

- Parent workshops outlining the values, skills and knowledge across the Science continuum.
- Cooperative development of practical science lessons with staff and parent volunteers.
School priority 2
Empower the school community to engage in achieving improved social and learning outcomes.

Outcomes from 2014
To maintain student attendance rates at 96.9% for Terms 1-3 in 2013 for Terms 1-3 in 2014

Evidence of achievement of outcomes in 2014:
- 20% of Millbank students had 100% attendance in 2014.
- DEC attendance data shows that Millbank School had 97.5% attendance in 2014, exceeding both State and Regional averages,
- With the exception of students in Year One, all other grades had average attendance above 97%.

Strategies to achieve these outcomes in 2014:
- Employment of a School Learning Support Officer in a community engagement role to promote the achievement of students, liaise with parents, and make attendance data more accessible.
- Publish attendance data weekly, through the school newsletter, email and Facebook.
- Implementation of Award Excursions each term for students with 98% or better attendance.

School priority 3
Improve student outcomes in literacy & numeracy, by integrating the explicit teaching of skills across all learning areas.

Outcomes from 2012–2014
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.
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.

Evidence of achievement of outcomes in 2014:
- School based assessment data indicates that we have made significant improvements in Spelling, with seven out of twelve students (58.3%) spelling at an age appropriate level.
- There has been significant improvement in the understanding of Place Value, a vital concept in working effectively with Mathematics. School based assessment and observation indicates that 67% of students are achieving grade appropriate clusters on the Place value aspect of the Numeracy Continuum.

Strategies to achieve these outcomes in 2014:
- Identification of best practice spelling strategies within Small Schools network.
- All teachers participate in training to increase understanding of the Place Value aspect of the K-10 Numeracy continuum.
- Staff participation in the MECS Alliance Project to improve student engagement.
- Consolidation of Numeracy in Action Program with Small Schools network.

Rewards Excursion to Crazy Maze

Rewards Excursion to Blackbird Flat

Learning about Place Value and Measurement of Mass
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent/carers surveys were sent home to gather information regarding school planning, student learning, fair discipline, communication and overall satisfaction with the education of children at Millbank Public School. 78% of surveys were completed and returned.

100% of respondents indicated that they are aware of the new school planning process and had been given the opportunity to participate in the process. 87% indicated support for the 3 strategic directions. Students, from Year 3 and above, and teachers also participated in the planning process and support the strategic directions.

All surveys indicate that the school focus is clearly focused on student learning and that the school actively promotes a healthy lifestyle. 71% of parent/carers responses indicated that fair discipline exists within the school. All students and teachers felt that the approach to discipline was fair and that rules and consequences were clearly understood.

100% of respondents are satisfied with their children’s education, with all feeling well informed of what is happening at school through either; talking to their children, reading the newsletter, receiving emails or following Facebook posts.

Future Directions
2015-2017 School Plan

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

The 2015-2017 School Plan was developed in collaboration with parents/carers, students, teachers, local Small Schools Principals and ongoing consultation with the Aboriginal Community.

Three strategic directions have been developed;

- Challenging Learners - enabling students to become successful learners and to encourage students and their families to have high expectations, overcoming the inequities of socio-economic and geographic disadvantage.
- Working independently and in teams - enabling students to learn the skills to gain meaningful employment and have the opportunity to experience financial security.
- Making responsible choices - enabling students to develop resilience by critically reflecting on past learning experiences to inform future progress.

Each strategic direction includes the 5 P’s - Purpose, People, Processes, Product and Practices. These outline how we develop the capabilities of students, staff and communities to bring about positive changes, and the long term impact on the “culture” or the day to day operation of the school.

This new planning process is an exciting new change in the way NSW schools will operate, and is part of the “Local Schools, Local Decisions” initiative.
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
Daniel Duncan      Teacher
Amanda Farrawell     P&C President
Fred Kelly      AECG Rep
Allison Mitchell      Principal Colleague
Annie Knox & Chloe Hall  Student Reps

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: