2008 Annual School Report
Millthorpe Public School

NSW Public Schools – Leading the way
Heritage Country Schools

Millthorpe Public School is proud to be a Heritage Country School.

The Heritage Country Schools consist of Blayney High School and the public primary schools of Blayney, Carcoar, Errowanbang, Lyndhurst, Mandurama, Millthorpe, Neville, Newbridge and Trunkey.

Heritage Country Schools work together to ensure outstanding educational opportunities for the communities they serve.

In 2008, the Heritage Country Schools collaborated to conduct:

- Professional development opportunities for primary staff in the Reading to Learn program;
- An Academic Challenge Program that saw three Heritage Country Schools teams compete in the Tournament of Minds, with the Maths Engineering team being awarded Western Region Shield and participating in the NSW State Finals of the Tournament of Minds;
- An artist in residence initiative where artists conducted workshops for students culminating in an art show exhibiting students’ work at Blayney High School;
- An excursion for student leaders to attend the National Young Leaders Day conference in Sydney and leadership workshops;
- A combined recorder and violin group that performed at the Festival of Instrumental Music in the Sydney Opera House; and,
- A science day, in which over 540 students participated in a series of Science activities in cross school groups working with teachers from the Heritage Country Schools and students from Charles Sturt University.

Our school at a glance

Students

At the commencement of 2008, 167 students were enrolled and attending Millthorpe Public School, a small increase on numbers in 2007. This makes Millthorpe the second largest of the Heritage Country Schools. Students live in and around the historic and picturesque village of Millthorpe. Students were organised into 7 classes. Classes in 2008 were:-

Kindergarten - 18 students taught by Miss Robinson, who then got married, and became Mrs Oldham.

Kindergarten / Year 1 - 22 students taught by Mrs Dayle Morton.

Year 1 and Year 2 – 24 students taught by Mrs Peggy O’Brien

Year 2 - 24 students taught by Mrs Angela Bannister

Year 3 / 4 - 29 students taught by Mr Michael Truloff

Year 4 / 5 - 25 students taught by Mr Glen Bourke in Term 1, then Mrs Penny Granger in terms 2, 3 and 4

Year 5 / 6 - 27 students taught by Mrs Mary Gardiner

Release from Face To Face, Learning Support and Library were taught by Mrs Penny Granger in term 1, and Miss Wendy Sissian in terms 2, 3 and 4.

Administration facilities are housed in the Heritage bluestone buildings.

Staff

Millthorpe Public School had 7 permanent classroom teachers in 2008 and a non-teaching Principal. We had 5 female classroom teachers, and two male classroom teachers until Mr Glen Bourke was successful at interview for a promotions position, and was replaced by Mrs Wendy Sissian. We now have one male classroom teacher, and 6 female classroom teachers, and a female non teaching Principal.

A library teacher, Mrs Lee Edmonston, works one day a week.

Support staff includes 4 Learning Support Officers, Mrs Louise Thompson, Mrs Raelene McNamara, Miss Natalie Hildebrandt, and Mrs Kay Miller. Mrs Sally Sharp is fulltime Senior School Administrative Manager, Mrs Merilyn
Roberts is part time clerical assistant, and Mr Graeme Smith is an excellent General Assistant.

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

Messages

Principal's message

This has been my third year as Principal of Millthorpe Public School, and my second year fulfilling a non-teaching Principals role. I am very proud of the excellent results the school has continued to record in the Basic Skills Tests in both year 3 and Year 5, in 2008, particularly in mathematics. The dedicated, experienced teachers, and hard working students at Millthorpe Public are to be congratulated on this excellent result. Teachers and students, with the support of caring families, have each contributed to the high standards maintained at Millthorpe. High standards of behaviour, compliance and demanding expectations make these results achievable. The aim of this report is to provide parents and the wider community with an overview of the achievements of the school and students during 2008.

We are lucky to enjoy a professional and innovative staff, and a P&C who are dedicated, capable and organised. In all cases, the welfare of students is the priority. The students, as a result, are a well behaved, polite and hard working group, with a strong work ethic, supported and encouraged by families and teachers. As a result, of this I believe, our achievements are outstanding. The work environment is enjoyable and rewarding, and the general culture of the school is positive, caring and professional.

My role, as Principal, is to support the strengths and to address areas of need, whilst maintaining a productive and supportive school environment. A constant need at Millthorpe is the provision of resources, new teaching staff, classroom spaces and equipment. In 2008, an extra demountable classroom was established, with all the associated needs for extra equipment and classroom resources.

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.

Jo Jackett

Messages

P&C and/or School Council message

2008 proved to be a highly successful year for the MPS P&C Association. We commenced the year with a welcome day for families and staff at Redmond Oval, placing a particular emphasis on new students and their parents. This was primarily aimed at instilling a sense of community and familiarity and was warmly received.

From that point on, we focussed on one major fundraising venture each term, which chronologically were: an Easter raffle, a retro disco night, a sponsored moustache growing competition, and ultimately a huge market day. Terms 3 and 4 also saw the compilation and presentation for sale of the Millthorpe Public School Cookbook, christened “Millthorpe Morsels.”

Throughout the year, the P&C operated a school canteen, “The Munch House,” which offered healthy and popular options for the students and staff two days per week.

Total funds raised for the year were in excess of $30,000, with sales of the cookbook ongoing and likely to increase that figure significantly.

With the funds raised we were able to supply a new file server to the school at a cost of nearly $8000, as well as provide a new and relevant range of books for the home reading programme and assist with the costs of the ambitious and vital stage excursions.

Future priority aims include the provision of several new computers for the computer lab, an increase in the number of interactive smart boards for the classrooms, support for the THRASS literacy scheme and the “Mathletics” program.

The P&C served as a forum for issues relating to the school and provided, what I think was, an effective link between staff and the broader community. All this serves to promote a positive learning environment and enhances the students school experience.
Steve Harris  President  Millthorpe Parents and Citizens Association

Student representative's message

The Student Representative Council, ‘SRC’ is organised and hosted by Mrs Angela Bannister, one of the Assistant Principals. Students are elected by their peers to compliment the leadership provided by the elected Student Leaders. Students are encouraged to demonstrate and reflect on leadership skills and to be responsible community leaders, and to support their peers at school.

The Student Representative Council for 2008 were a dynamic group that were keen to represent the interests of their peers. The grouped established a reporting process where representatives reported to their cohort following each meeting. Some of the activities undertaken in 2008 included fundraising for Jeans for Genes Day, lunchtime music, theme discos and lobbying the school community for minor changes to school routines for the benefit of the students. Student Representatives had the opportunity to participate in leadership programs that targeted the development of particular leadership skills.

Angela Bannister

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.

Enrolments at Millthorpe have continued to climb steadily over the past 5 years. Projections indicate continued growth, with a small year 6 group leaving the school in 2008, and a large kindergarten enrolment expected in 2009. We are anticipating an extra class to be formed in 2009, with the delivery of another demountable classroom expected to accommodate the new class.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>74</td>
<td>71</td>
<td>72</td>
<td>79</td>
<td>83</td>
</tr>
<tr>
<td>Female</td>
<td>59</td>
<td>56</td>
<td>65</td>
<td>79</td>
<td>83</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance at Millthorpe continues to be slightly above state and regional averages, and actually rose slightly during 2008, despite a rather nasty bought of the ‘flu, which left both students and staff debilitated during the 2008 school year.

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 2008 class size audit conducted on Tuesday 25 March 2008.
<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>KO</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>K1M</td>
<td>K</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>K1M</td>
<td>1</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>12O</td>
<td>1</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>12O</td>
<td>2</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>34T</td>
<td>3</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>34T</td>
<td>4</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>45B</td>
<td>4</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>45B</td>
<td>5</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>56G</td>
<td>5</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>56G</td>
<td>6</td>
<td>13</td>
<td>28</td>
</tr>
</tbody>
</table>

**Structure of classes**

In 2008, Millthorpe Public School had 7 classes. In order to keep class sizes within acceptable limits, composite classes were formed, in all grades, except Kindergarten. A small number of Kindergarten students (5) were selected, based on chronological age, to join the Year 1 class. This has proven to be a successful strategy for the five boys involved.

**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**

Millthorpe Public School is classified as a P4 school with the following staff entitlement.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Primary part-Time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.294</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
</tbody>
</table>

Total Teacher Entitlement 9.194

**Staff attendance**

Staff have access to leave entitlements such as sick leave and Long Service Leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.7%. On the few occasions staff were absent, it was due either to illness, or approved Long Service Leave. This absent rate is slightly higher than that in 2007, due to higher rates of illness caused by students kindly sharing their colds with the staff.

**Staff Retention**

Staff retention at Millthorpe is very steady, however, during 2008 Mr Glen Bourke, one of our classroom teachers left the school. Mr Bourke was successful at interview for a promotion position to Assistant Principal at Orange East Public School. Mrs Granger moved from Support Teacher to Classroom Teacher, taking Mr Bourkes’ 4/5B composite class. Mr Bourke’s position was filled through transfer by Miss Wendy Sissian, who took on the role of Support Teacher in the school for the remainder of 2008. We welcome Wendy to Millthorpe Public School, and look forward to working with her in the future.

**Teacher qualifications**

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

In addition to tertiary training, Teachers attend constant training and development opportunities funded through the Department of Education and Training professional development funds. A major focus of the 2008 professional development calendar at Millthorpe was training in Reading to Learn, a writing program designed to enhance students literacy skills. Teaching Handwriting, Reading and Spelling Skills, (THCSSS) a phonemic awareness training program, has been an ongoing focus, during 2007, 2008, and will continue into 2009.

Teachers and support staff attend regular updates in emergency first aid, CPR, Child Protection in addition to Curriculum developments.

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

Canteen staff enjoying red nose day at Millthorpe.
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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>178 150.14</td>
</tr>
<tr>
<td>Global funds</td>
<td>102 883.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>128 689.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>65 256.78</td>
</tr>
<tr>
<td>Interest</td>
<td>12 285.88</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 952.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>490 218.31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>17 733.86</td>
</tr>
<tr>
<td>Excursions</td>
<td>47 482.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>29 701.29</td>
</tr>
<tr>
<td>Library</td>
<td>5 867.34</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7 766.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>211 476.88</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>15 892.93</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>50 245.20</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>15 513.86</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9 450.65</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>15 291.34</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>414 083.42</td>
</tr>
</tbody>
</table>

| Balance carried forward   | 76 134.89  |

A full copy of the school’s 2008 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.

School performance 2008

Millthorpe Public School continues to enjoy excellent performance in a range of academic, cultural and sporting areas, due to the hard work and commitment of the dedicated staff, and the unwavering support and care of the parent body.

Academic achievement has been strong, as evidenced in the NAPLAN data included below.

Spelling results in Year 3 are improving across the school. In 2008, Millthorpe achieved above the Like School Group average score, and slightly below the State average score.

In Writing for Year 3 our average score was slightly below State average, and well above the Like School Group average. Both Writing and Spelling have been target areas for Millthorpe during 2006, and 2007.

Grammar and punctuation, and reading scores are both well above State averages, and Like School Group averages.

Numeracy achievement in 2008 for year 3 students was similarly well above the State average score and Like School group scores.

Similar results prevail for the year 5 cohort, with above average scores in Numeracy, Reading and Grammar, and slightly below State average scores for Spelling and Writing.

Achievements

Arts

During 2008, Millthorpe students continued to enjoy exposure to a wide range of cultural and arts experiences.

Visiting music teachers provide private tuition in violin, piano, guitar and percussion to many students. Classroom teachers provide all senior students with instruction in recorder. A school choir group meet at lunch times, under Mrs Bannisters’ tuition. All students at Millthorpe attend the Musica Viva program concerts, and participate in lessons supporting this great program.

Students from Millthorpe Public School travelled to Sydney to perform in the 2008 Festival of Instrumental Music. Students playing recorder and violin performed in the Festival, at the Sydney Opera House.

The Heritage Country Schools group received funding to promote arts education, and were able to fund a visiting artist, Julie Simmons, who worked with stage 2 students to create some beautiful watercolour artworks.

Creative and Performing Arts lessons are linked to areas of study, and are conducted during teacher release time. We are lucky to have a well stocked art and craft room, where classes work each week with the release teacher. Classroom teachers also develop entertaining performance items for assemblies each month.
Sport

Millthorpe continues to provide many chances for students to perform in the sporting arena. Teachers provide daily fitness instruction, weekly sports sessions, and coach school PSSA teams in boys and girls soccer, cricket, touch football, girls netball, and boys rugby league.

Millthorpe students had the opportunity to be involved in sporting clinics held during the school day, in cricket, rugby league and soccer.

Millthorpe students compete in annual athletics carnivals, cross country events and swimming carnivals.

Students with exceptional skills are able to further their sporting chances by competing at District, Regional and State events in these areas.

In 2008, 52 students represented Millthorpe at District Athletics events, 12 moved onto Regional level.

Students attended the District Swimming carnival, with two students selected to represent at Regional level.

Other

Chess

Chess continues to be a strong area of interest for the students at Millthorpe Public School. Joe Cummins, a committed community member coaches up to 40 students in a regular chess club held during lunch time.

A school chess competition was held, school champions were established, and presented with medals and trophies at a special end of year presentation assembly.

Millthorpe students entered the NSW Junior Chess League interschool competition, and attended several tournaments in other schools. Our senior team were successful in the Western Region Chess Championship, gaining first place.

Our winning senior team were then invited to attend the National Chess Tournament held in Melbourne. Four students, a supervising teacher, and parents drove to Melbourne, and enjoyed two days of professional tuition, and competition at Monash University.

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 the 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)

Literacy – NAPLAN Year 3

In 2008, 18 year 3 students sat the National Assessment of Literacy and Numeracy (NAPLAN)

Literacy results for students are divided into four reportable areas:- writing, spelling, reading and grammar and punctuation.

An overall mean literacy score is also provided to the school. In 2008, Millthorpe Public Schools overall mean literacy score was 432.8, the state overall mean score was 419.5. Year 3 Millthorpe students scored, on average, well above the state mean.

In reading, Millthorpe students scored 435.7, compared to the state average of 412.2. This result is very pleasing, and reflects the excellent programs running in classes, supported by a dedicated parent group of volunteer reading tutors.

A home reading program, and extra student support has also contributed to this fantastic result.

In writing, Millthorpe students scored 426.8, compared to the state average 427.8. Millthorpe students fell narrowly below the state average in writing.

To address this issue, writing is an area featured in the 2006 – 2009 school plan, with extra resources spent on teacher training and development in the Reading to Learn program, (R2L) which is widely considered to be the most effective avenue to improve student writing results. In addition, throughout 2008, combined Heritage Country Schools training courses were held at Millthorpe Public School, addressing the teaching of writing.

In spelling, Millthorpe Public students scored 413.2, compared to the state average of 418.6. Millthorpe students also fell below the state average in spelling.

The Teaching Handwriting, Reading and Spelling Skills program (THRASS) has been instigated in the school to address this shortfall.
In grammar and punctuation, Millthorpe students scored 458.3, compared to the state average of 416.4. This is an excellent result also, and has obviously contributed significantly to improving our overall average score.

Spelling and writing will continue to be the focus areas for improvement in the Millthorpe Public School plan.
Numeracy – NAPLAN Year 3

In 2008, 18 year 3 students sat the National Assessment of Literacy and Numeracy (NAPLAN)

Millthorpe’s overall numeracy score was 429.7, compared to the state average of 409.6. Millthorpe students scored above the state average on the numeracy assessment.

Scores for Number, patterns and algebra were also above the state average, with Millthorpe students scoring 429.1, compared to 408.3 for the state score.

In measurement, data, space and geometry, the Millthorpe score was 430.1, compared to the state average of 408.3.

Millthorpe Public School results in numeracy, for year 3 are well above the state average. My congratulations go to the hard working students, teachers and parents who assist with weekly homework, and support the school in the purchase of texts. Numeracy plans for Millthorpe are to continue with the texts we have used to support classroom learning, ie New Wave Mentals, and Targeting Maths texts.

We will also subscribe to the Mathletics site for all students in 2009, to enhance the curriculum for students achieving advanced mathematical concepts.
Literacy – NAPLAN Year 5

In 2008, 26 year 5 students sat the National assessment of Literacy and Numeracy (NAPLAN)

Literacy results for students are divided into four reportable areas:- writing, spelling, reading and grammar and punctuation.

An overall mean literacy score is also provided to the school. In 2008, Millthorpe Public Schools overall mean literacy score for year 5 was 496.4, the state overall mean score was 497.4. Year 5 Millthorpe students scored, slightly below the state average.

In reading, Millthorpe students scored 503.7, compared to the state average of 494.4. In reading, Millthorpe students scored above the state average. This result is very pleasing, and reflects the excellent programs running in classes, supported by a dedicated parent group of volunteer reading tutors.

The home reading program, and extra student support has also added to this fantastic result.

In writing, Year 5 Millthorpe students scored 489.7, compared to the state average 495.5. Millthorpe students fell below the state average in writing.

To address this issue, writing is an area featured in the 2006 – 2009 school plan, with extra resources spent on teacher training and development in the Reading to Learn program, (R2L) which is widely considered to be the most effective avenue to improve student writing results. In addition, throughout 2008, combined Heritage Country Schools training courses were held at Millthorpe Public School, addressing the teaching of writing.

In spelling, Year 5 Millthorpe Public students scored 484.7, compared to the state average of 4498.5. Millthorpe students also fell below the state average in spelling.

The Teaching Handwriting, Reading and Spelling Skills program (THRASS) has been instigated in the school to address this shortfall.

In grammar and punctuation, Millthorpe students scored 506.9, compared to the state average of 504.5.

Spelling and writing will continue to be focus areas of improvement in the Millthorpe Public School plan.
In 2008, 26 Year 5 students sat the National Assessment of Literacy and Numeracy (NAPLAN).

Millthorpe’s overall numeracy score for Year 5 students was 522.8, compared to the state average of 489.1. Year 5 Millthorpe students scored well above the state average on the numeracy assessment.

Scores for Number, patterns and algebra were also above the state average, with Millthorpe students scoring 522.3, compared to 489.7 for the state score.

In measurement, data, space and geometry, the Millthorpe score was 522.4, compared to the state average of 488.0.

Millthorpe Public School results in numeracy, for Year 5 are well above the state average. My congratulations go to the hard working students, teachers and parents who assist with weekly homework, and support the school in the purchase of texts. Numeracy plans for Millthorpe are to continue with the texts we have used to support classroom learning, ie New Wave Mentals, and Targeting Maths texts.

We will also subscribe to the Mathletics site for all students in 2009, to enhance the curriculum for students achieving at an advanced level in maths.

Progress in literacy

Millthorpe students have made above state and Like School Group progress in reading skills between Year 3 and 5. The rate of progress for 2006-2008 has risen slightly from the 2005-2007 rate of progress.

Congratulations once again on this excellent result.
Our rate of progress in writing 2006-2008 has fallen significantly from the 2005-2007 rate of progress, although it continues to be above state and Like School group averages.

This could be the result of a changing cohort of students, this is being addressed by the training and development plans mentioned earlier, supported by staff dialogue, planning and professional development.

**Progress in numeracy**

Rate of progress in numeracy continues to be strong in all year groups, and is well above the state and Like School group averages. The rate has fallen slightly in 2006-2008. Obviously students were concentrating on their reading skills during this period.

**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.

### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
<th>Achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Year 3 students all achieved at and above the minimum standard in the 2008 NAPLAN. This is a great result for our school, and very rewarding for the hard working teachers.

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
<th>Achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
<td></td>
</tr>
</tbody>
</table>

In the Year 5 cohort, Millthorpe had more students not achieving the basic standards in numeracy than in the literacy areas.

This has been addressed by the introduction of extra support lessons for year 5 students in numeracy, during 2009.

### Significant programs and initiatives

**Gifted and Talented Program**

Provision of programs to enhance educational outcomes of Gifted and Talented students has been a significant focus in 2008.

As part of the Heritage Schools Initiative 10 students were invited to attend The Academic Challenge Program, an enrichment program for gifted students, to extend their knowledge and expertise in collaboration with other teachers and students.
Science construction lessons in classrooms.

**Active After School Communities Program**

Millthorpe Public School was extremely pleased to receive funding to participate in the Australian Sports Commission (ASC) Active After School Communities Program (AASC). Children were very excited to be involved in sports programs which have previously been unavailable due to travel and cost restrictions. These included squash, tennis, hockey, indoor games, dance, percussion and drumming, and swimming.

**Heritage Country Schools**

The Heritage Country schools partnerships have been extremely successful in promoting Heritage Country Schools. It also provides students an opportunity to mix with peers in authentic learning situations. Events students have been engaged in include Art in The Park, and our KLA day for 2008, Science and Technology Day, which was held across three Heritage Country Schools campuses.

**THRASS**

The successful introduction of THRASS into infants classrooms in 2007 has allowed for the consolidation and strengthening of the methodology throughout 2008. Parent workshops to provide parents with information and skills to understand and assist their children at home were most welcomed.

THRASS charts are available for purchase through the school office. This opportunity has been welcomed by many families.

**Learning Support**

An effective and dynamic Learning Support Team structure has resulted in the introduction of an extensive learning support and reading assistance program in the school for targeted students. The involvement of community and parent helpers has added to the effectiveness of the support offered to students.

Continual updating of the Home Reading Boxes and support for daily home reading has also helped to maintain the high rate of growth in reading skills across the school.

Our thanks to the wonderfully supportive P&C for their ongoing financial commitment to this worthwhile project.

**Aboriginal education**

Millthorpe Public School continued to emphasise the importance of Aboriginal Education throughout 2008. Aboriginal history, places and people of significance were covered in class programs that were driven by the newly introduced units of work.

Students created art works and wrote thoughtfully about reconciliation. Selected NAIDOC week art works were displayed at the Education Week stands at the Blayney IGA.

**Multicultural education**

Multicultural perspectives are integrated into all Key Learning Areas, with particular emphasis given to the Country Women’s Association multicultural program, studying a country of interest. In 2008 the country of study was Mexico.

In 2008 Stage 1 students studied African cultures, stage 2 studied South American cultures, while stage 3 studied European culture.

**Respect and responsibility**

To ensure areas of respect and responsibility are met staff at Millthorpe

- Reviewed and refined welfare practice and process.
Reviewed and refined Merit award system to ensure achievements of students were acknowledged.

Committed to the implementation of Peer Support sending two staff members for training.

Progress on 2008 targets

Target 1

Improve writing outcomes across all Key Learning Areas K-6.

Our achievements include:

- Staff were involved in the analysis of BST results, targeting areas of need.
- Literacy consultant involved in instigation of action research using students writing samples and Primary Writing Assessment writing samples.
- Eight combined Heritage Country Schools Inservice meetings were held on the topic of writing, with Lyndall Harrison the regional literacy consultant. Lyndall introduced all Heritage Country Schools staff to techniques to measure progress in writing, and the effective techniques of David Rose.
- Staff began to develop a Millthorpe Public School scope and sequence of writing skills.

Target 2

To introduce a coherent phonemic awareness program in all classrooms K-2

Our achievements include:

- All infants staff have been trained in the implementation of THRASS in the classroom.
- Resource material to complement THRASS implementation purchased through funding from P&C.
- Development of THRASS Scope and Sequence K-6.
- Parent awareness workshops resulting in greater acceptance and understanding of system.

Target 3

Improvement in boys reading skills across the school.

Our achievements include:

- Success 4 Boys initiative funded resulting in purchase of boys focus reading material
- Buddy reading implemented across stages.
- Increase of male parent reading tutors in classrooms.
- New scope and sequence for HSIE and Science and Technology developed and implemented.

Boys reading strategies were targeted in 2008.

Target 4

To continue to support high achievements in numeracy, and to develop a school based assessment to identify students at risk.

Our achievements include:

- Staff attended Count Me In Too training.
- School analysis of texts, assessments and programs in maths resulted in “If it ain’t broke, don’t fix it”, decision to continue
with current programs, and the use of current texts.

- Instigation of a senior support group receiving extra STLA lessons in numeracy.

**Target 5**

**Gifted and Talented Education**

Our achievements include:

- Heritage Country School Academic Challenge program was revamped, with students involved in the Tournament Of the Minds Competition, as a result of their involvement in the Academic Challenge Competition.

- Students were nominated for the Western Region Virtual Opportunity Class,

**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 2008 our school carried out evaluations of Science and Technology and HSIE scope and sequences, in the curriculum areas. A student survey was also conducted to ascertain the level of success of the peer support program, and the amount of bullying behaviour students were experiencing in the school.

**Curriculum**

**Science and Technology, and Human Society and Its Environment**

**Background**

During 2007, the school Principalship changed from a teaching Principal to a non-teaching Principal position. The change in leadership has required more emphasis on the administrative role of the Principal, and less emphasis on the teaching role of the Principal.

This has allowed a more in depth assessment of the school policies, procedures and documentation to be undertaken. In 2008, we decided to first concentrate on those policies and procedures which most directly affect the students and their learning, and enjoyment of the school curriculum. We specifically looked at the scope and sequence for HSIE and Science and Technology.

School staff had been involved in trialling the Connected Outcomes Groups (COGs) units of work during 2007. In discussion, staff decided that student outcomes in some curriculum areas were not sufficiently addressed, particularly in Science.

**Findings and conclusions**

Teachers found the COGs units of work restricting and uninspiring. Although it involved more work for teachers, they were happy to write their own units, to meet Department outcomes. Several staff meetings were devoted to writing units and outcome matching the units of work in HSIE and Science and technology.

**Future directions**

- The new Scope and Sequence will be trialled, and teachers will write their own units of work for the topics.

- Teachers will also develop assessment tasks.

- School excursions will be planned to compliment the units of work.

- The success of the new scope and sequence will be evaluated in 2010, after the two year cycle has been completed.

**Educational and management practice**

**Teaching**

**Background**

Teaching was the educational and management practice chosen for 2008. The selection of this area provided the school with an opportunity to look at the school community’s responses when surveyed about the teaching at Millthorpe Public School.

Stage 2 and 3 students, and teachers were surveyed using the School Map evaluation instrument. Results of the survey were collated and analysed.

**Findings and conclusions**

Of the 80 Stage 2 and 3 students surveyed, on average all the responses were positive with the most positive responses being to the following two statements:

- What I am asked to learn is important, and;

- My teachers know what I can do and what I need to learn.

Of the 7 staff surveys returned, on average all the responses were positive with the most positive responses being to the following two statements:
My students are provided with a relevant curriculum, and;
I have classroom management strategies in place to maximise student learning.

Of the 26 parent surveys returned, on average all the responses were positive with the most positive responses being to the following two statements:

What students are asked to learn is important, and;
My child’s teachers know what my child can do and what they need to learn.

From these findings it can be concluded that the Millthorpe Public School community values and recognises that what is taught is important and that our teachers have a strong understanding and knowledge of our students.

Future directions
Due to our positive findings and conclusions we will continue to provide a quality teaching environment supported by professional learning opportunities and a strong supervision and support and development structures for our teachers.

In 2008, provision of programs to improve writing results across the school were implemented.

Findings and conclusions
- All Classroom teachers introduced criteria based writing in their classrooms, and discussed the impact this had on student results
- Staff were involved in an in depth assessment of the 2007 NAPLAN data, and were introduced to the teaching support material contained within the support package.
- Teachers began discussions about writing expectations and the development of a scope and sequence for writing activities.
- Teachers regularly engage in professional dialogue regarding students writing, and share successful strategies with each other.

Future directions
- Professional Development funds will be allocated to send teachers to an indepth Reading to Learn Training and Development sessions during 2009.
- Development of assessment tasks which reflect A-E achievement and more rigorous and challenging tasks.
- Continued professional dialogue regarding student progress in writing.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

Of the 26 surveys returned, on average all the responses were positive with the most positive statements being:

- The school promotes a healthy lifestyle,
- The school is connected to its community and welcomes parental involvement,
- Millthorpe Public School is an attractive and well resourced school,
- Parents are encouraged to contact the school to discuss concerns relating to their child, and;
- The school promotes its uniform policy.

Peer leaders support new kindergarten students.

Professional learning
Professional Learning has been accessed by all teaching staff and ancillary staff and is clearly aligned to school plan priorities. Professional development has occurred in areas of Quality Teaching, Welfare, Literacy and Numeracy. Professional development to support students with special needs. has also been extensive.

School development 2009 – 2011
Targets for 2009

Target 1
To develop Reading to Learn approach to teaching writing, across the school.
Strategies to achieve this target include:
Commitment of Professional Development funds to ensure staff have access to training opportunities in the Reading to Learn strategy, as developed by David Rose.

Professional dialogue at Stage level to develop a scope and sequence of teaching and learning activities to support changes in classroom practice.

Our success will be measured by:
- The consistent application of R2L strategies across the school.
- The development of school assessment tasks in writing.
- The development of school benchmarks to raise student writing expectations.

**Target 2**
To continue to implement a THRASS approach in teaching spelling/phonemic awareness.

Strategies to achieve this target include:
- Continuing to allocate training and development funds to ensure all staff are trained in THRASS.
- Continue to monitor school progress in spelling by use of standardised spelling assessments.
- Continue to provide graded spelling lists, homework and phonemic awareness instruction across the school.

Our success will be measured by:
- Improvement in students spelling results on standardised assessments.
- Teachers continuing to implement and use the THRASS approach to support students learning in spelling.

**Target 3**
To improve Technology infrastructure, student access and staff training in technology.

Strategies to achieve this target include:
- Investment in a file server to provide more flexible access for students in the computer lab.
- Upgrade of cabling and switches to improve reliability of the network.
- Purchase of extra desktop computers to allow more students to access the lab concurrently.
- Teachers using Collies Classroom programs to engage students in Science and Technology, and HSIE research tasks.
- School subscription to the Mathletics site.
- Staff subscription to the Smartkiddies site.
- Staff training and development sessions delivered during staff meetings on technology topics.

Our success will be measured by:
- Increase in computer lab usage by staff and students.
- Increase in staff use of internet and email as a means of communication.
- Increased use of Interactive Whiteboards in classrooms.
- Meeting minutes being taken and shared directly onto email.
- Staff attending updates on technology at staff meetings.
- Development of school website.
- Newsletters being emailed to more families.
- Students achievement in the University of New South Wales Computer Skills assessment.

**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: