Our school at a glance

Students
At the commencement of 2012, there were 208 students enrolled at Millthorpe Public School, a slight increase on the previous year, when 204 students started the year.

Staff
There were 9 classroom teachers in 2012, and a non-teaching principal. We had six female classroom teachers, and three male classroom teachers.

Additional staff were employed in Reading Recovery, (RR) Support teacher positions, (STLA) and Release from Face to Face (RFF).

Significant programs and initiatives
In 2012 Millthorpe Public School and Perthville Public School shared access to a National Partnerships program, a Quality Teaching initiative.

Assistant Principal, Peggy O’Brien was released from class for 3 terms to co-ordinate staff professional development activities across both sites.

Millthorpe Public School were introduced to the Team Leadership for School Improvement (TLSI) program through this National Partnership initiative. Perthville Public School was our resource school for TLSI. This will be an ongoing program into 2013, and 2014.

Millthorpe Public School were also successful in being selected for the Empowering Local Schools National partnership trial (ELSNP) in 2012, this will continue into 2013.

Millthorpe Public School were also involved in the construction of a new BER school hall in 2012, we were one of the last BER projects to be completed. This was due to the purchase of land on which to build the new facility.

Student achievement in 2012
I am pleased to report that targets for student improvement, based on NAPLAN results in literacy – specifically spelling and writing, and numeracy have all been achieved in 2012.

In Spelling, our target for 2012 was “to increase the percentage of year 3 students scoring in band 6 in NAPLAN spelling to 16% in 2012” in fact, the results in 2012 indicated 22% of year three students scored in band 6 of the NAPLAN assessment.

In year 5, the target was “To increase the percentage of year 5 students achieving expected growth to 40% in 2012” In 2012 NAPLAN, 58.3% of students achieved expected growth in spelling.

In writing, our target was “to increase the percentage of students in year 3 writing in band 6 to 15% in 2012” 17.1% of year 3 students scored in band 6 in the 2012 NAPLAN assessment.

The target for year 5 was “to increase the percentage of students in year 5 writing scoring in bands 7 and 8 to 22% in 2012” Actually, 29.6% of Year 5 students scored in bands 7 and 8 in the 2012 NAPLAN assessment.

Our target in numeracy was “to maintain the number of students achieving in the top 2 bands or the numeracy test in years 3 and 5 at an average of 47% for year 3, and 39% for year 5. Millthorpe students scored in the top two bands at 51.4% in year 3, and 44.4% in year 5.

Messages
Principal’s message
2012 has been a very busy year for Millthorpe, with the completion of a new school hall, the relocation of three of our demountable classrooms, and the re-development of the entire school site. We have also been involved in a National Partnerships Program, in conjunction with Perthville Public School, and are involved in the Empowering Local Schools National Partnership trial.

We have continued to enjoy steady growth in numbers, and have managed to retain the friendly personality of our “Village” school.

School tone is high, many students are accessing enrichment activities in music, sports and the arts. Serious welfare issues are rare.

School results in NAPLAN testing continue to be strong, our focus for improvement continues to be writing, spelling, and the continuation of excellent numeracy results.
The focus of our National Partnership Program has been improvement in Writing and Spelling results, led by Assistant Principals Peggy O’Brien, and Mary Gardiner. Significant gains have been made in these areas, supported by National Partnerships funding.

Millthorpe boasts an effective and efficient Student Support team, led by Peggy O’Brien, and an equally effective Student Welfare team, led by Mary Gardiner.

Teachers at Millthorpe are well supported by an active, and involved school and parent community. Parents and community members are welcomed and encouraged to assist at the school. Our excellent reading results are supported by a comprehensive parent reading program, which is well supported by parents. Parents assist in classrooms with writing and reading activities. Our excellent numeracy results are supported by excellent teaching, high expectations, and the use of a Mentals text, the purchase of which is supported by the parent community. Support programs, and identification of students requiring extra assistance to reach benchmarks are well established, and effective.

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

P & C message

In 2012 the Millthorpe Public School P&C executive included Steve Harris & Kate Munro as Vice Presidents, Terri Latimore as Secretary, Gavan Wickes as Treasurer and myself as President. Our Canteen Co-ordinators were Jo Parkinson & Alison Whiley and the Millthorpe Markets Committee was Shona Kay, Jo Copelin, Kate Munroe, Georgie Hinrichsen and Steve Harris.

Thanks to all these parents and the mums and dads who have just come along to help us make decisions regarding our wonderful school, we have been able to fund students to pursue music & sports, help parents with multiple children afford excursions and help the school buy much needed equipment including:

- the stage & ramp
- data projector
- sound systems for class rooms
- a coffee machine for the teachers
- Mower
- Uniforms
- block-out blinds for all the demountables
- as well as start up funds to re-open the canteen

We are also looking at upcoming equipment such as a smart-board for the new demountable, upgrading old smart-board projectors, playground equipment, etc.

Those students who represented the Western Region at sports were given a small token of support to help defray the costs incurred in travelling to compete and included twelve students in a range of sports.

We had several applications for the Millthorpe Band Scholarship for 2013 but there were two that really stood out and so we decided to award two scholarships to Cleaa Taylor and Eleanor Edwards who both want to play clarinet.

We also received overwhelming support for the idea of running Pix-In-The-Stix again in 2013 as a welcome to new families and a great night out for both the school and wider Millthorpe community. This was held on Friday night, February 22nd at Redmond oval.

Finally, it is a tradition of this school that the P&C present a small gift to those families whose last child is finishing year 6 this year. In 2012 that included seven families.

We also purchased farewell gifts for two of our favourite teachers, Wendy Sissian and Penny Granger. Thanks you to all those loyal parents and supporters of our wonderful school.

Andrew Parkinson

P&C President
**Student representative’s message**

The SRC for 2012 consisted of 12 students from Years 3-6 who were eager to work as a team to ensure Millthorpe Public was running in a positive and cooperative manner. Students collaborated with Mr Morgan and Mrs Maskill in organising a number of events with the goals of raising money for the school and external charities as well as improving how the school functions as a whole. We held Discos every term and were thankful to Murray Woods for lending his bright lights, as we were able to hold them in our new hall. Green As Beans day was another success and it was a delight to see all students wearing, drinking, eating and playing in green. SRC also helped 2O'B run the Buy A Well day, with donations going towards the purchase of wells for villages in South Africa. The SRC also put their brains together to come up with a new set of School Rules to be publicised around the school in 2013. Our mid-year competition was in the guise of The Voice Millthorpe with a great number of children entertaining and swooning audiences with their variety of songs and dazzling performance.

Mr Nick Morgan & Miss Bronwyn Henderson

**School context**

**Student information**

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

**Student enrolment profile**

Enrolments have continued to grow steadily at Millthorpe. There is usually a good balance between boy and girl enrolments. There is approx. 5% movement during the school year. In 2012 enrolments increased during the year.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>79</td>
<td>83</td>
<td>100</td>
<td>93</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>Female</td>
<td>79</td>
<td>83</td>
<td>86</td>
<td>86</td>
<td>98</td>
<td>111</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.9</td>
<td>96.8</td>
<td>95.3</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.8</td>
<td>96.0</td>
<td>95.1</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.5</td>
<td>95.8</td>
<td>94.1</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.8</td>
<td>96.4</td>
<td>94.9</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.8</td>
<td>95.3</td>
<td>95.0</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.1</td>
<td>96.4</td>
<td>93.7</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.5</td>
<td>96.1</td>
<td>96.2</td>
<td>96.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.8</td>
<td>95.4</td>
<td>96.2</td>
<td>94.8</td>
<td>95.3</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Student non-attendance is managed at Millthorpe in a variety of simple ways. If students are absent from class for 2 consecutive days without explanation, class teachers phone home. Parents regularly call school to verbally explain an absence due to ill health, office staff fill out an explanation slip. Alternatively, parents can send a written explanation note when students return to school.

Parents are able to apply for exemption from school for extended holidays, with the Principals permission.

Attendance at Millthorpe is generally very good.

The school community support regular, punctual attendance at school, and comply with reporting requirements.
**Class Sizes 2013**

<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>KG</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1T</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2OB</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>4/5M</td>
<td>4</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>4/5M</td>
<td>5</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>19</td>
<td>28</td>
</tr>
</tbody>
</table>

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Primary Part-Time teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary teacher RFF</td>
<td>0.378</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>11.998</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.447</td>
</tr>
<tr>
<td>Total</td>
<td>14.445</td>
</tr>
</tbody>
</table>

During the year, due to the “Every Student Every School” (ESES) initiative, our allocation of ST Learning Assistance was increased to a total of 0.6.

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

In 2012, there were no indigenous teachers at Millthorpe Public School.

**Staff retention**

Staff retention rates are high. We have several staff members on maternity leave, and several part-time teachers filling roles.

One staff member was transferred to another school at end of 2011. All other staff have been retained.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>50%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>19685.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>179685.67</td>
</tr>
<tr>
<td>Tied funds</td>
<td>190138.56</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>68911.01</td>
</tr>
<tr>
<td>Interest</td>
<td>2264.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20218.62</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>480903.97</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13524.22</td>
</tr>
<tr>
<td>Excursions</td>
<td>32530.67</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>39558.45</td>
</tr>
<tr>
<td>Library</td>
<td>5507.76</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>13266.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>191090.92</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>16540.87</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>62269.60</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>31794.67</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9359.97</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>20218.62</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>435661.75</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>45242.22</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Throughout a year of tumultuous change, Millthorpe has continued to achieve sound results for its student population.

Enrichment programs have continued to flourish, with support from a caring, involved community.

Achievements

Arts

Music and Arts programs at Millthorpe have continued to develop. Arts programs have been enhanced by the opening of our BER hall. The hall is used extensively by the community, for dance and ballet lessons, music lessons, assemblies and meetings.

Teachers provided tuition in Rock Band, Ukulele and choir in 2012. The Musica Viva program underpins music tuition throughout the school. Millthorpe attended the Bathurst eisteddfod in 2012, in concert band, ukulele, choir and percussion sections.

Sport

Our continued involvement in the Active After Schools Community (AASC) program has added greatly to the range of sporting opportunities offered the students of the school. Extensive programs in tennis, lawn bowls, dance, and athletics operated throughout 2012.

Teachers also provided coaching in cricket, touch football, football (soccer), softball, netball, cross country training, and athletics coaching.

2012 saw Millthorpe sending its largest contingent of athletes to compete at the State Athletics carnival in Sydney, including our junior girls relay team.

Other

Millthorpe continues to provide opportunity in chess, once again winning the Western Region Chess competition. Tuition in chess is provided by community member, Joe Cummins. Parent volunteers ran a productive garden club, and craft activities club after school hours. Both were very popular with students.

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 0.00 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Reading</th>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>430.2</td>
<td>425.2</td>
<td>419.6</td>
</tr>
</tbody>
</table>

| Skill Band Distribution | | | |
|-------------------------| | | |
| Band                    | 1 | 2 | 3 | 4 | 5 | 6 |
| Number in Bands         | 2 | 3 | 6 | 4 | 9 | 11|
| Percentage in Bands     | 5.7 | 8.6 | 17.1 | 11.4 | 25.7 | 31.4|
| School Average 2008-2012| 3.0 | 12.9 | 15.9 | 17.4 | 24.2 | 26.5|
| SSG % in Bands 2012     | 3.3 | 8.3 | 15.9 | 24.1 | 24.3 | 24.1|
| State DEC % in Bands 2012| 4.3 | 11.7 | 16.8 | 20.5 | 22.3 | 24.5|

In the 2012 NAPLAN reading assessment for year 3 students, Millthorpe students scored above the Similar School Group (SSG) and State averages.

Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Numeracy</th>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>423.3</td>
<td>403.2</td>
<td>400.2</td>
</tr>
</tbody>
</table>

| Skill Band Distribution | | | |
|-------------------------| | | |
| Band                    | 1 | 2 | 3 | 4 | 5 | 6 |
| Number in Bands         | 0 | 3 | 5 | 9 | 9 | 9 |
| Percentage in Bands     | 0.0 | 8.6 | 14.3 | 25.7 | 25.7 | 25.7|
| School Average 2008-2012| 1.5 | 9.2 | 16.8 | 24.4 | 26.7 | 21.4|
| SSG % in Bands 2012     | 2.8 | 9.1 | 20.7 | 30.5 | 22.2 | 14.6|
| State DEC % in Bands 2012| 4.8 | 10.6 | 21.1 | 26.9 | 19.9 | 16.6|

In the 2012 NAPLAN numeracy assessment for year 3 students, Millthorpe students scored above the Similar School Group (SSG) and State averages.

Reading – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Reading</th>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>500.4</td>
<td>500.3</td>
<td>492.4</td>
</tr>
</tbody>
</table>

| Skill Band Distribution | | | |
|-------------------------| | | |
| Band                    | 3 | 4 | 5 | 6 | 7 | 8 |
| Number in Bands         | 4 | 3 | 2 | 6 | 8 | 4 |
| Percentage in Bands     | 14.8 | 11.1 | 7.4 | 22.2 | 29.6 | 14.8|
| School Average 2008-2012| 9.6 | 11.3 | 16.5 | 19.1 | 24.3 | 19.1|
| SSG % in Bands 2012     | 5.9 | 10.2 | 23.4 | 27.2 | 21.1 | 12.2|
| State DEC % in Bands 2012| 9.3 | 11.2 | 23.7 | 24.0 | 19.7 | 12.1|
In the 2012 NAPLAN reading assessment for year 5 students, Millthorpe students scored above the Similar School Group (SSG) and State averages.

**Numeracy – NAPLAN Year 5**

**Year 5 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>511.0</td>
<td>498.9</td>
<td>493.6</td>
<td></td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0.0</td>
<td>18.5</td>
</tr>
<tr>
<td>4</td>
<td>5.0</td>
<td>12.5</td>
</tr>
<tr>
<td>5</td>
<td>6.0</td>
<td>15.0</td>
</tr>
<tr>
<td>6</td>
<td>7.0</td>
<td>17.5</td>
</tr>
<tr>
<td>7</td>
<td>8.0</td>
<td>20.0</td>
</tr>
</tbody>
</table>

In the 2012 NAPLAN numeracy assessment for year 5 students, Millthorpe students scored above the Similar School Group (SSG) and State averages.

**Progress in reading**

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

In this cohort of year 5 students, average progress in reading was below SSG and State averages.

**Progress in numeracy**

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

In this cohort of year 5 students, average progress in numeracy was above SSG and State averages.

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*.

**Significant programs and initiatives**

**National partnership programs**

In 2012, Millthorpe Public School and Perthville Public School shared in a National Partnership initiative in Quality Teaching.

The focus at Millthorpe was improvement in spelling and writing results across the school, with an emphasis on Quality Teaching practices.

Assistant Principal Peggy O’Brien was released from classroom teaching to plan and deliver professional development for all staff in both schools. Writing activities were designed around a David Rose / Reading to Learn approach.

A school scope and sequence was developed in writing and spelling.

Students were targeted for extra instruction and NAPLAN preparation via the Support Teacher Learning Assistance (STLA) program.

As a result of this initiative, considerable improvements were made in the student’s results in writing, and spelling.

**Other programs**

We were also able to become involved in the “Team Leadership for School Improvement” project, through this National partnership initiative. This program will continue to be implemented throughout 2013, and 2014.

**Progress on 2012 targets**

**School priority 1**

To continue to improve spelling results for students across the school, and specifically in NAPLAN assessments in years 3 and 5.

**2012 Targets to achieve this outcome include:**

- Consultation with stage teams to determine current practise and future directions.
- The establishment of a spelling Scope and Sequence based on current research through collaboration and consultation with staff.
- Support the implementation of the spelling scope and sequence through
collaborative professional learning, promoting explicit and systematic teaching of spelling.

- Participation in Premiers Spelling Bee, and promotion of spelling achievement through the newsletter and school merit system.
- Critically analyze NAPLAN and school assessment data to determine students requiring additional support through STLA.
- Demonstrate to staff the teaching strategies available through smart data linked to spelling outcomes.
- Target students achieving low NAPLAN results in 2010 Year 3 for intensive STLA support & strategies in early 2012.

Our achievements include:

- The publication, and revision of a whole school scope and sequence in spelling
- Teachers analyzing the results of standardized Spelling tests to gain further information regarding student deficits / needs in spelling knowledge.
- The establishment of support groups targeting specific skills development in small groups of students.
- Meeting our improvement targets in spelling for year 3 and year 5 students.

**School priority 2**

To continue to improve writing results for students across the school, and specifically in NAPLAN assessments in years 3 and 5.

**2012 Targets to achieve this outcome include:**

- Staff development activities based on writing – focus on assessment and text types in David Rose approach led by AP - Peggy O’Brien.
- Development and Implementation of whole school writing scope and sequence.
- Supporting implementation of writing scope and sequence through Professional Learning team teaching, modelling and coaching.
- Mentoring for beginning teachers, and strategic professional development activities.
- Critically analyse NAPLAN and school assessment data to determine students requiring additional support through STLA.
- Target students achieving low NAPLAN results in 2011 Year 3 for intensive STLA support & strategies in early 2012.
- To allocate STLA time for specific writing strategies for students experiencing difficulty.

Our achievements include:

- The publication, and revision of a whole school scope and sequence in writing
- Staff meetings conducted with writing as focus, raising the professional dialogue regarding writing techniques
- Establishment of target focus groups conducted by STLA teachers with a focus on writing.
- Exceeding our targets for improvement in writing in years 3 and 5.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of school management across the school, using the “Team Leadership for School Improvement” tool.

**Team Leadership for School Improvement – School Management**

**Background**


Both schools contributed different strengths to the program, with Perthville guiding Millthorpe through the TLSI program.

Staff and community were surveyed about school organization, with a focus on how school organization can improve Literacy and Numeracy skills in students.

The results were returned to the school in the form of “The Analytical Framework”.

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7
Findings and conclusions

On analysis of the framework, Millthorpe scored highest in 8 areas –

- Setting SMART targets
- Our evaluation of literacy performance
- Maintaining an orderly and supportive environment
- Catering for diverse student needs
- Quality teaching techniques – literacy
- Literacy across the curriculum
- Numeracy across KLA’s, and
- School leaders promote staff discussion and dialogue about literacy and numeracy.

Our lowest scores were in the areas:-

- Teaching resources including ICT materials are allocated and managed across the whole school so they support the continuous improvement of student performance in literacy and numeracy.
- There is clarity and consensus about the school’s goals and expectations in literacy and numeracy.
- A school plan is developed collaboratively with staff and community members with an emphasis on literacy and numeracy.

Future directions

We will engage with the recommendations from the Analytical framework throughout 2013, and 2014, to address the areas of concern.

We will start with the areas of highest need.

Assistant principals will work with staff to improve the management of the school, using the “Set of Practical Measures” as outlined in the “Team Leadership for School Improvement K-12 and the NSW DET Analytical Framework for effective leadership and school improvement in literacy and numeracy”

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school, using the Team Leadership for School Improvement tool.

Their responses are presented below.

On discussing Statement 2 “Decisions about school / class timetables and calendars are made to maximize instructional time for literacy and numeracy”, teachers stated that:-

- “Lots of good conversation with parents around lots of activities and class performance.”
- “RFF and library are always timetabled in afternoon sessions where possible”
- “Lots of flexibility in STLA and support because of wonderful capable staff”
- “Very good that reading recovery and STLA are becoming more important when timetabling”
- “It’s good starting at 9am – we have a solid 2 hours for literacy”
- “Minimal interruptions occur in quality teaching time”
- “Feedback from parents re activities at this school have been overwhelmingly positive”
- “I feel that numeracy and literacy are highly valued in this school, and that every effort is made to support these activities”

Professional learning

Teacher professional development is a high priority at Millthorpe. Throughout 2012, staff worked with Assistant Principals to develop and improve their classroom skills in delivering quality lessons in writing, and spelling, specifically.

Staff are capable, and willing to share their expertise in their fields of interest / capacity with their peers. This happens in staff meetings, and in the staff room, across all KLA’s.

Each year, the school over spends its T&D resources, sending staff to Training and Development opportunities.
We were able to focus on writing, using the David Rose approach due to the National Partnership funding, which released Assistant Principal Peggy O’Brien to prepare and deliver Quality Instruction for teachers.

This has led to a terrific improvement in writing results across the school. There is greater frequency of professional dialogue occurring. More structured collection and analysis of work samples and data has assisted in the improvement of writing skills.

**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012–2014**

**Spelling**

2013 Targets to achieve this outcome include:

- To increase the percentage of year 3 students scoring in band 6 in NAPLAN spelling to 18% in 2013, or to equal the Orange SEG score in 2013.
- To increase the percentage of year 5 students in spelling achieving expected growth from to 42% in 2013, and 44% in 2014.

Strategies to achieve these targets include:

- Consultation with stage teams to determine current practise and future directions.
- The establishment of a spelling Scope and Sequence based on current research through collaboration and consultation with staff.
- Support the implementation of the spelling scope and sequence through collaborative professional learning, promoting explicit and systematic teaching of spelling.
- Participation in Premiers Spelling Bee, and promotion of spelling achievement through the newsletter and school merit system.
- Critically analyse NAPLAN and school assessment data to determine students requiring additional support through STLA.
- Demonstrate to staff the teaching strategies available through smart data linked to spelling outcomes.
- Target students achieving low NAPLAN results in 2011 Year 3 for intensive STLA support & strategies in early 2013.
- Join spellodrome – expectation that all classes use computer lab for spellodrome activities
- Investigate schools with above average spelling results visit – what programs or approach are they using ?
- Engage in training and development and familiarisation with new curriculum, with a focus on spelling strategies.
- Training and development for all staff in phonemic awareness program - THRASS
- Constant update and provision of THRASS resources in classrooms.
- Supervised use and compliance to the school scope and sequence by Assistant Principals.
- Professional dialogue around the school scope and sequence during staff meetings / stage meetings.

**School priority 2**

**Outcome for 2012–2014**

2013 Targets to achieve this outcome include:

- To increase the percentage of students in year 3 writing in band 6 to 17% in 2013/2014.
- To increase the percentage of students in year 5 writing scoring in bands 7 and 8 to 25% in 2013/2014.

Strategies to achieve these targets include:

- Staff development activities based on writing – focus on assessment and text types in David Rose approach led by AP - Peggy O’Brien.
- Development and Implementation of whole school writing scope and sequence.
• Supporting implementation of writing scope and sequence through Professional Learning team teaching, modelling and coaching.

• Mentoring for beginning teachers, and strategic professional development activities.

• Critically analyse NAPLAN and school assessment data to determine students requiring additional support through STLA.

• Target students achieving low NAPLAN results in 2011 Year 3 for intensive STLA support & strategies in early 2012.

• To allocate STLA time for specific writing strategies for students experiencing difficulty.

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.

Jo Jackett – Principal

Peggy O'Brien – Assistant Principal (writing)

Mary Gardiner- Assistant principal (spelling)

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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: