Introduction

Welcome to the Millthorpe Public School Annual School Report for 2011.

Our responsibility in this report is to keep parents, students, the wider community and prospective families informed of the schools plans, achievements and aspirations.

A happy, productive, creative and confident school community is our priority. We plan to support the academic, cultural, physical and emotional development of the children in our care, to encourage the development of well rounded, confident, responsible and happy young people in our village.

As well as analysing NAPLAN results, we’d like to give you some idea of the nature of our school. Schools are busy places where there is always a lot going on, especially in a school where teachers are dedicated to ensuring that the children we teach are exposed to, and involved in, as wide a range of stimulating and interesting opportunities as possible. We endeavour to help our students discover the thing which inspires and motivates them to learn and strive in their lives, the thing that lights up their learning.

Millthorpe Public School is part of a larger network of Public Schools, they work cooperatively to support students and teachers to provide a rich and effective education. We are involved in the Heritage Country Schools learning community, a group of schools around the Blayney and Millthorpe District. Heritage Country Schools organize combined sporting activities, Tournament of the Minds activities, an annual Art show, visiting artists program, and KLA day celebrations each year.

We are also involved in the Pre2 learning community, a group of larger Public Primary Schools in the Orange District. The Pre2 learning community works together to provide video conferencing lessons for teachers and students, covering a wide and fascinating range of topics, sporting activities, and teacher professional development.

Happy Reading!

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 and Trunkey.

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

In 2011, the Heritage Country Schools collaborated to conduct a range of professional development opportunities for our staff, combined student activities in HSIE, Sports, Debating and Art, and extension opportunities via the Tournament of the Minds program.

Pre2 learning Community
Our school at a glance

Students

At the commencement of 2011, 204 students were enrolled and attending Millthorpe Public School. This was an increase in numbers from the previous year. This meant that we needed to establish a new classroom, and our staffing level rose to 9 classes.

In order to accommodate the extra class, the double infants room was divided with an operable door, allowing two kindergarten classes to operate in the space previously occupied by one. When need arises (assembly days) we are able to open the doors, and use the larger space.

In 2011 we were lucky enough to have a new library built at the school. The new library means we have been able to transform the old library into a state of the art computer lab, complete with video conferencing facilities. It also means the staff room has been expanded, and we now have a functional staff room, for meetings, working and relaxing.

We are also in line to receive a new school hall, built under the BER project, which will be constructed on the newly purchased Police Paddock next to the school. Construction of services and infrastructures will commence in late 2011, with the majority of disruptive work being completed over the 2011/ 2012 Christmas holiday period. We expect to be able to make use of the hall toward the end of 2012.

Millthorpe is now the second largest of the Heritage Country Schools. The students and families we serve live in and around the historic and picturesque village of Millthorpe. In 2011, Students were organized into 9 classes, as follows:-

Classes in 2011 were:

- Kindergarten – taught by Bronwyn Henderson
- Kindergarten - taught in a job-share arrangement between Bec Oldham and Lisa Roffe, and later Penny Granger and Lisa Roffe.
- Year 1 / 2 composite - taught by Assistant Principal Peggy O’Brien
- Year 1 / 2 composite taught by Michael Truloff
- Year 1 / 2 composite taught by newly appointed teacher Lorraine King.
- Year 3 / 4 composite taught by Nic Morgan
- Year 3 / 4 composite taught by relieving Assistant Principal Mary Gardiner
- Year 4 / 5 composite taught by Tom Mason
- Year 5 / 6 composite taught by Wendy Sissian.

Release from Face To Face, Learning Support and Library were taught by Mrs Lee Edmondston, Mrs Helen Gray, and Mrs Lesley Thomas. In 2011, Millthorpe also introduced its first Reading Recovery program, with Dayle Morton undergoing the 2 year training process and successfully graduating 9 students through the program.

Staff

Millthorpe Public School had 9 classroom teachers in 2011 and a non-teaching Principal. We had six female classroom teachers, and three male classroom teachers.

Our Library teachers, Mrs Lee Edmondston, and Mrs Lesley Thomas have each worked one day a week.

Helen Gray was employed 3 days per week, teaching Creative and Performing Arts across the school, as part of the teacher release program. Mrs Gray also teaches our “Blue
Lemonade" Rock Band each Wednesday afternoon.
Six Learning Support staff were employed in 2011, to cater for students with support needs. Paige Dickey, Kristy Bargwanna and Haley Nunn joined Learning Support Officers, Raelene McNamara, Natalie Hildebrandt, and Kay Miller.

Sally Sharp is fulltime Senior School Administrative Manager, Louise Thompson was appointed as full-time School Admin Officer, and Mr Graeme Smith is our excellent General Assistant.

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

Messages

Principal's message

This has been my sixth year as Principal of Millthorpe Public School, and my fifth year fulfilling a non-teaching Principals' role. I am very proud of the excellent results the school has continued to record in the NAPLAN in both Year 3 and Year 5, in 2011.

During 2011, we have had a new library building installed, with the old library building being converted into a computer laboratory with video conferencing facilities.

As part of the Pre2 Learning Community, we have been involved in video conferencing lessons across schools in the local area, and have also delivered video conferencing programs through our facilities.

Teachers and students, with the support of caring families, have each contributed to the high standards maintained at Millthorpe. High standards of behaviour and high 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 2011.

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. I am responsible for balancing the budget, and for providing direction and organising professional development for the staff. A constant need at Millthorpe is the provision of resources, additional classroom spaces and equipment.

I rely very heavily on the P&C to assist with the provision of equipment in each classroom. New classes require new sets of dictionaries, thesaurus, mathematical equipment, reading material, scissors, as well as interactive whiteboards, computers and technical equipment. The classrooms at Millthorpe are well equipped because of the dedicated P&C committees over the years, who have worked hard to provide this extra level of care.

Staff and students are expected to, and do, take great care of their classroom equipment, and very much appreciate the support of the P&C.

Since I have arrived as Principal at Millthorpe Public School, in 2006, we have established 4 new classes, and a new Reading Recovery position. Student numbers have grown significantly, with corresponding increase in teacher and support staff numbers.

We work hard to maintain a happy and cohesive school community, and maintain high expectations of behaviour from our students, which I believe we have achieved.

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

President’s message

2011 was my first year as President of the Millthorpe Public School P&C Association and I am happy to report that it proved to be equally successful as the preceding years, in terms of both fundraising and maintaining a sense of community in relation to the school.

Particular emphasis was again placed on welcoming and familiarising new families to the school, as the population structure of the area means that many will be new to the region. This has been the case for a number of years now and may well continue into the future, as the growth locally is forecast to outstrip that of many similar rural villages.

This type of growth can have a positive effect on the operations of the P&C, as an influx of families new to the school each year almost certainly contains a number ready to embrace the concept of working for the benefit of the school and its population. This has certainly been my experience and I trust that it is repeated into next year and beyond.

Throughout the year, the P&C operated a school canteen, which offered a healthy and varied menu for the students and staff two days per week. The canteen was staffed entirely by volunteers and concentrated on fresh produce and encouraging healthy options rather than on high profits.

With funds raised throughout the year, we were able to supply many resources to the school, not the least of which was a collection of new reading resources to support the Reading Recovery program.

Priorities included support for literacy programs and assistance with the costs of various excursions. P&C also supported the purchase of school uniforms, and provided all children enrolling at the school with a new school hat.

Our major fund raiser, the Millthorpe Markets, was held successfully twice in 2011. We had excellent support from the community and parent volunteers, who worked tirelessly to ensure both the April and December markets were successful. Our Millthorpe market committee are planning to hold another market in April, 2012.

During 2011, P&C meetings served as a forum for issues relating to the school, and the committee provided an effective link between the staff and the broader community. This all helps to provide a positive learning environment and enhances the students’ school experience.

Kate Munro
President,

Student representative’s message

The Student Representative Council, ‘SRC’ was organised and hosted by Mr Nick Morgan in 2011. 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 2011 were a dynamic group who worked tirelessly to represent the interests of their peers. Meetings operated on a weekly basis, and representatives were required to report back to their home classrooms about the discussions and decisions of the SRC. This process was a valuable opportunity for representatives to develop their public speaking and leadership skills amongst their peers.

Many fabulous activities were undertaken in 2011. Monies were raised for local and National charities. “Millthorpe’s Got Talent”, introduced in 2010, was continued in 2011, proving to be a great hit amongst the school community. The SRC continued to lobby the school community for ideas to improve the quality of life for the students of the school.

The SRC held another successful “Green as Beans Day” with monies raised going toward the repainting of the playground markings, and towards the school vegetable patches.

Nick Morgan
Organiser,
Student Representative Council
School context

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

Student enrolment profile
Student enrolment has continued to grow steadily at Millthorpe over the preceding years. In 2011, we started the year with 204 students, whereas in 2010, we started the year with 189 students. We established our 9th class in 2011.

The following table illustrates our gradual, continuing growth, and the gender balance of the school.

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Student attendance profile
Student attendance at Millthorpe is above State and Regional averages. (see graph following) High rates of attendance contribute to our successful academic record. We would like to think it also indicates a positive, happy school environment, where children are motivated, confident, and happy to come to school.

The following table illustrates the school, region and state attendance averages. Millthorpe’s total average attendance in 2011 was 94.8, above the regional average of 92.2, and just above the state average of 94.3.

Management of non-attendance
If students are unwell, we do not expect them to come to school. If they are contagious the best place for them is at home in bed recovering. A certain level of illness is unavoidable at school, so we have developed systems for reporting illness to make life a little easier for parents.

A letter of explanation from parents is required to explain illness. Parents may also sign students out of school for medical appointments, by coming to the office and completing a “green slip”. School will phone you if your child becomes ill during the day, and needs to go home, and we will require a green slip to be signed to explain their partial absence.

An approval for exemption from school should be completed prior to departure on extended holidays. This means long-term holiday absences are no longer counted as absences against our data. This refinement may have led to the improvement in our absence data between 2010 and 2011.
**Attendance Data**

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**Class Sizes data**

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In interpretation, we had 2 kindergarten classes, with 20 and 18 students each, at the time of the audit. Later in the year we welcomed several new kindergarten students to the school.

Rather than have a mix of composite and straight year 1 and 2 classes, we formed 3 equal, small stage 1 composite classes, 1/2O’B, (Mrs O’Brien) 1 / 2 T, (Mr Truloff) and 1 / 2 K, (Mrs King) of 23 and 21 students, at the time of the class size audit. By forming 3 similar classes, we encourage staff to support each other in the delivery of curriculum, and planning. It also allows us the flexibility to cater for late enrolments in any grade as they arrive during the school year.

Similarly, we formed 2 composite stage 2 classes, 3 / 4 G of 25 students, (Mrs Gardiner) and 3 / 4 M 24 students, (Mr Morgan).

We weren’t so lucky with the Stage 3 class composition, and had to form a cross-stage composite class (4 / 5 M) of 24 students taught by Mr Mason.

Finally, a 5 / 6 S composite class taught by Ms Sissian, of 25 students completes our class sizes and composition for 2011.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

We were able to keep class sizes small, due to the composition, of, and total numbers of enrolments.

In 2011, we formed 3 equal year 1 & 2 composite classes, (stage 1 classes) which made it possible for the teachers to support each other, and share planning and resources. It also kept class sizes to a minimum, and avoided a cross-stage composite class.
Class messages 2011

KORG

The children in KORG have enjoyed their first full and rewarding year at Millthorpe Public School. They participated in a huge number of activities, designed to explore their individual abilities and enhance their learning. In reading and writing, Kindergarten has excelled, achieving phenomenal results and progress beyond expectations. With a Kindergarten program aimed at developing the whole child, students have become a close group and display great care and manners towards each other. Topics that Kindergarten explored at the beginning of 2011 included ‘All about Me’, ‘Under the Sea’, ‘Toys’ and ‘Dinosaurs’. The first semester culminated in an exciting excursion to Dinosaur Headquarters and a BMEC performance; both activities were thoroughly enjoyed by children and staff alike. During Semester 2, they investigated ‘Food’, ‘Australia’ and ‘Living Things’. We finished the year with ‘Christmas Around the World’, ‘Safe Living’ and Kinder Swimming lessons. It has been rewarding to witness the students develop into valued members of our learning community and make a dynamic start to their school careers.

KH

It has been an enjoyable year for all members of KH this year. The boys and girls in KH have had an exciting and busy first year at Millthorpe Public School. It has been an incredible year full of challenging and rewarding tasks. KH has demonstrated exceptional growth in many areas of school learning including reading, writing, mathematical and social abilities. Within the classroom setting, KH have focused on many key areas this year such as ‘All about me’, ‘Dinosaurs’, ‘Under the Sea’, ‘Toys’, ‘Food’, ‘Australia’ and ‘Living and Non-Living Things’. KH, together with KRG, investigated ‘Dinosaurs’ in depth through our excursion to Fossil Headquarters in Bathurst as well as seeing the very enjoyable BMEC show ‘My Grandma lived in Gooligulch’. Outside of the classroom, KH have been involved in many activities such as Kinder Swimming, Athletics Carnival, Clean Up Australia Day, Jump Rope for Heart and Musica Viva Performances, just to name a few. It has been so rewarding to see the students in KH grow and develop into well-rounded, involved and mature young members of Millthorpe Public School.

Mrs Penny Granger &
Miss Bronwyn Henderson
1/2K

Mrs Lorraine King came to Millthorpe Public School as a newly appointed staff member at the beginning of 2011, unfortunately, due to personal circumstances, Mrs King has left Millthorpe, and transferred to her home town, and is continuing to teach there. Mrs King is not available to comment on the 2011 year with her class, however, 1/2K had a great year with Mrs King. They enjoyed units of work on the National Parks system in Australia, weather, marsupials, and sound. 1/2K combined with the other stage 2 classes for integrated units of work, sports and music sessions.

1/2K students made “boot gardens”, which they sold at the Millthorpe markets, and enjoyed working in the school vegetable gardens. The students in 1/2K enjoyed Mrs King's warm and caring approach, and we miss her company this year. We wish Mrs King all the best in her new teaching position.

1/2O'B

1/2O'B created music in the classroom with the sound of hardworking students who were engaged and enjoying their learning. Students successfully built on knowledge and skills throughout the year in all areas of Literacy. Students were engaged in writing tasks which allowed them to be informative, creative and persuasive. To facilitate writing Expositions students engaged in Video Conferencing lessons with Orange schools with the aim to enhance Higher Order Thinking skills using the Thinkers Keys and Thinking Hats and to produce an advertisement. Students worked hard developing and consolidating skills in Numeracy and enjoyed challenging themselves with problem solving activities. Mathletics was enjoyed by all students. Students enjoyed Science and Technology units which focussed on Weather and Australian mammals and marsupials. The students enjoyed the visit to Dubbo Zoo to further enhance their knowledge of these wonderful animals and experience them first hand. Students thoroughly enjoyed the CSIRO Science visit where they were challenged and entertained with a variety of science experiments. In HSIE students were engaged in studies of their local community and participated in a walking excursion in order to map and illustrate their village.

Students also studied Antarctica and National Parks in Australia creating Information Reports and travel brochures to demonstrate their understanding. The Heritage Country Schools KLA day focussed on countries around the world and students thoroughly enjoyed the day and were engaged in wonderful activities which deepened their knowledge of their world.

Community events included Anzac Day, Clean Up Australia Day and Millthorpe Markets. All students joined the weekly Peer Support Program, where they learned to build resilience in weekly sessions with senior student leaders. PDHPE also featured a visit to the Life Education Van and participation in the Jump Rope for Heart Day.

Overall it was a very busy year for all students. 1/2O'B can be proud of their efforts as individuals and as a team. Well done 1/2O'B.

Mrs Peggy O'Brien
The wonderful boys and girls of 1-2 T had a fantastic year of learning and personal development during 2011. The year was extremely busy with many varied units of work and extracurricular activities. Literacy lessons focused on the core areas of writing, reading, talking and listening. These skills were reinforced through links to our lessons for science and technology and human society and its environment; mammals and marsupials, water cycle, local community, National parks, etc. To enhance the units on Australian native animals, students travelled to Dubbo zoo for our yearly excursion. The major focus for mathematics was the strand of numeracy; reading / writing numbers, skip counting, times tables, etc. To complement the work done in class, students enjoyed Mathletics activities which were done online. The Heritage Country Schools KLA day focused on countries around the world and students thoroughly enjoyed the day and were engaged in wonderful activities which deepened their knowledge of their world. Community events included Anzac Day, Clean Up Australia Day and Millthorpe Markets. All students joined the weekly Peer Support Program, where they learned to build resilience in weekly sessions with senior student leaders. PDHPE also featured a visit to the Life Education Van and participation in the Jump Rope for Heart Day.

A wonderful year, a wonderful class!

Mr. Michael Truloff

3/4G was a wonderful class of caring, friendly students who worked hard throughout 2011 to develop their literacy and numeracy skills. The Premier’s Spelling Bee was a focus for Stage 2 and Stage 3 students, with some students being chosen to represent our school at the Regional Final. Other students represented the school in Public Speaking and a variety of different sporting teams. Other activities included Science units focusing on Space, Reptiles and Electricity, which culminated in an informative excursion to Mt. Piper Power Station. The CSIRO Science visit was also a definite winner with our students. During the study of North America in HSIE, students investigated the culture, languages, food, festivals, flora and fauna of this vast continent. An information report was constructed at the end of this topic. Students also participated in an extensive unit of work on British Colonisation of Australia. Children created wonderful diary entries of their ‘life as a convict’ on the First Fleet. The Heritage Country Schools’ KLA Day reinforced this area of study and was a
wonderful chance for our students to join with the other members of our learning community. The huge highlight of the year of course, was the 3 day excursion to Lake Burrendong, where students gained wonderful experiences in a wide variety of physical activities. These included grass skiing, canoeing, kayaking, archery, orienteering and bush craft. All students joined the weekly Peer Support Program, where they learned to build resilience in weekly sessions with senior student leaders. PDHPE also featured a visit to the Life Education Van and participation in the Jump Rope for Heart Day. Community events involving class involvement included Anzac Day, Clean up Australia Day and also the Millthorpe Markets where 3/4G reliably manned the gate for generous community donations. Parents and families must be very proud of the achievements of these wonderful students. Well done 3/4G.

Mrs Mary Gardiner

3/4M

We have had an exceptional year this year and I am extremely proud of what the students of 3/4M have achieved throughout 2011. It has been great to see the effort which students put into all KLA areas and extra curriculum activities. As I reflect upon the vast range of experiences which occurred throughout the year, I can’t help but wonder how we fit it all in.

The students represented the school through various forms. They all competed in the CWA public speaking competition with some students being chosen to represent their year at a Public Speaking Day. We also entered the School Spelling Bee for the first time. Our students showed great enthusiasm and tried their hardest to spell a range of difficult and unknown words. 3/4M also joined various Orange schools in weekly Soap Box Persuasive Speaking through the pre2 Connected Classroom scheme.

Stage 2 students enjoyed an excursion to the Mount Piper Power station in 2011

In the community, 3/4M helped raise valuable money for the school P&C by manning the Trash & Treasure and Drink stalls at the Millthorpe Markets. They also participated in the annual Clean Up Australia Day event and marched as a whole school during ANZAC Day.

3/4M also undertook many integrated units. Some were Science based and looked at Reptiles, the mystery that is Space and the electrifying unit on Electricity. While others had HSIE at its core, focusing on Earth’s Continents, South America, the British colonisation of Australia and State Government as it is today. The units on Electricity and British Colonisation both involved leaving the safety of Millthorpe and venturing to Mt Piper Power Station and HSIE Day at Blayney Public School to help further enrich the students’ learning.

3/4M are a sporting crew who participated whole heartedly in various forms of physical education.
They attended the School Swimming Carnival and gave it their all at the school Athletics Carnival (which saw Canobee achieve victory). Their heart was racing as they took to the Macquarie Woods for Cross Country as well as showing of their jumping skills in Jump Rope For Heart. It was great to see the sportsmanship displayed by all students at each event. They also attended Life Education to get the inside facts on how our body works.

In Creative Arts students experimented with a variety of media and techniques to create a number of artworks, including some influenced by the HSIE topic of reptiles and government. Students created a landscape collage, and clever caricatures of Australian celebrities! They also studied artworks inspired by Margaret Ollie, Ken Done and Reg Mombassa. Their musical skills shone when they all composed new renditions of the Kookaburra song and their drama techniques were challenged through an improvised performance of their Choose An African Adventure which they wrote in class.

Mr Nick Morgan

4/5M

We have had dynamic year in 4/5M, engaging in a myriad of activities that have challenged the students and tested their abilities to work beyond the boundaries. As well as continuing their wonderful work in literacy and numeracy the class enthusiastically took part in a range of class topics. Students were involved in a plethora of activities ranging from the Premiers Spelling Bee and the CWA speaking competition through to the involvement in the HSIE day held at Blayney High School.

Some of our feature activities for the year have included our Crunch and Sip Unit, where the students had to work collaboratively to grow and then cook food using the produce grown. During HSIE the class spent time studying monarchies and the very interesting topic of Asia. In particular, focusing on the historic leader in Genghis Khan.

During music sessions the class also leaned the recorder which culminated in them performing with a 600 strong orchestra at the Sydney Opera House. The students were also lucky enough to be treated to many performances from travelling bands, such as Musica Viva and Sydney Grammar Boys.

Students also took part in the Peer Support program where they learned about and then lead the school in various lessons on resilience. The class supported the community through such events as ANZAC and Clean up Australia Day. They also helped raise money at the Millthorpe Markets where they manned a stall and sold refreshments to the parched public.

The year was full of science activities. Ranging from learning about insects through to studying natural disasters. They class was also lucky enough to take part in the CSIRO science day where they learnt all about the different types of forces. Claymation was an activity that challenged the students’ ability to work in groups. They had to design and construct a set, write and
edit a script and then take the photos needed to create the movie. After the students placed all of the individual photos together wonderful movies were created. Students also looked at both electricity and the features of cars and then used their knowledge to construct their own working model of a battery powered car.

Stage 3 students enjoyed their week at Broken Bay Sport and Recreation camp.

There have been many other wonderful activities that our class has been able to engage in. One worth particular note was the week long excursion to Broken Bay where students overcame personal boundaries and took part in many outdoor activities. The class also took part in environmental days which showcased just how wonderful the students in this class are. The class consistently demonstrated a depth of maturity and citizenship and they were a pleasure to teach.

What a wonderful year it has been for 5/6S in 2011! They have been a delightful group of friendly students who have made an outstanding effort to become great school and community members.

5/6S was involved in many activities throughout 2011 but I am sure it is only possible to mention a few. All students were active and enthusiastic learners in all Key Learning Areas, with many having achieved outstanding results in the University of NSW Competitions. Students from each grade also represented the school in the CWA speaking competition and the Premier's Spelling Bee.

As well as improving literacy and numeracy skills, students worked enthusiastically on a range of class topics. These included a HSIE unit on Monarchies, with particular reference to the role of the Queen in our political system. The extensive unit about Asia involved students researching, writing and presenting an information report on an Asian country. Many students entered brochures, projects and art work about Iceland in the CWA competition. The group’s performance at the CWA International Day was well received. A major Science unit this year involved students studying natural disasters, with particular reference to volcanoes, earthquakes and avalanches. Insects were investigated, studied under microscopes and researched as a part of the Science work.
completed. A CSIRO visit demonstrated the use of different forces.

The highlight of the year was the five day excursion to the Sport and Recreation Camp at Broken Bay. This involved a wide variety of physical activities, including canoeing, archery, raft making, fishing, rock climbing and beach activities.

Mr Mason getting involved in the raft building and kayaking at Broken Bay, with stage 3, in 2011

Alongside all this, the whole group was involved in the Peer Support Leadership Program, with its focus on being resilient. Sport and Music were also high on the agenda, with students participating in a recorder workshop at Bathurst as well as performing in a concert at the Opera House. Many students represented the school, district and region in a wide variety of sports throughout 2011 including: swimming, football, athletics, cross country, rugby union, touch football, softball, netball and cricket.

Community events included Anzac Day, Clean Up Australia Day and Millthorpe Markets. Year 6 also held a cake stall on Election Day to raise money for the gift of some robotics to the school.

5/6S were an absolute pleasure to teach!

Ms Wendy Sissian

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**Staff information**

In 2011, we had one indigenous staff member at Millthorpe Public School.

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

**Staff retention**

Staff retention rates at Millthorpe are very high. We have a low staff turnover, I believe this is because it is a positive, happy work environment for teachers, support staff and students.

**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>Primary Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>TOTAL TEACHER ENTITLEMENT</td>
<td>12.078</td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary School Admin Officer</td>
<td>1.022</td>
</tr>
<tr>
<td>Primary School Admin manager</td>
<td>1.0</td>
</tr>
<tr>
<td>Unique / emergent</td>
<td>0.025</td>
</tr>
<tr>
<td>TOTAL SASS</td>
<td>2.447</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>19,361.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>116,890.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>151,538.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>55,129.37</td>
</tr>
<tr>
<td>Interest</td>
<td>1,914.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5,824.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>331,297.47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>11,365.72</td>
</tr>
<tr>
<td>Excursions</td>
<td>24,748.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>35,396.64</td>
</tr>
<tr>
<td>Library</td>
<td>8,092.75</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>136,483.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>12,482.50</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>48,545.40</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>17,828.78</td>
</tr>
<tr>
<td>Maintenance</td>
<td>18,830.03</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5,883.55</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>319,656.37</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>31,003.08</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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.

Student achievement in 2011

Literacy – NAPLAN Year 3

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In addition to the National testing, teachers perform on-going assessments which link directly to their teaching programs, for example, weekly spelling tests, maths quizzes, and assessment tasks in writing and topic areas.

At Millthorpe Public School, we have also developed a formalised schedule of assessment, which includes diagnostic and age-referenced tests, designed to inform teachers if a student is having difficulty with the literacy curriculum.

Students who are identified as having difficulty achieving stage outcomes at risk of failure in the literacy curriculum (reading, talking & listening, spelling, writing) are referred to the Learning Support team for additional classroom assistance, as soon as possible.

In any cohort of students, there will be varying levels of ability, and stages of development. At times, we have groups of children with a higher percentage of learning assistance needs students than others. At Millthorpe, we encourage these students to achieve their potential, and to sit the NAPLAN tests, as it provides us with much valued information about the students’ progress, although we are aware that the tests may be challenging.

This was the case in our year 3 cohort in 2011. Approximately 25% of the group have been receiving learning assistance since Kindergarten, or Year 1.

We are very pleased that all our learning assistance students completed the NAPLAN assessment, and in many cases performed above our expectations.
Year 3 NAPLAN - READING

Despite a higher than average proportion of students receiving Support Teacher Learning Assistance (STLA) Millthorpe Public Schools average Year 3 NAPLAN result in reading is just marginally above the State DEC (Department of Education and Communities) average, and slightly below the Similar School group Average, for this co-hort.

We have a high proportion of students achieving in bands 2 and 3, and fewer achieving in bands 4 and 5.

Year 3 NAPLAN - WRITING

In 2011, the year 3 writing results have shown a marked improvement from previous years. This is a really pleasing result for the school, as we have long had writing improvement as a focus of our training and development. The schools average score is above both the State DEC and the Similar School Group averages. Teachers prepared the students thoroughly for the NAPLAN assessment in persuasive texts, the students have responded well to this intensive preparation.

Average score, 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>415.9</td>
<td>419.2</td>
<td>415.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>0.0</td>
<td>21.4</td>
<td>21.4</td>
<td>14.3</td>
<td>21.4</td>
<td>21.4</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>2.1</td>
<td>14.4</td>
<td>15.5</td>
<td>19.6</td>
<td>23.7</td>
<td>24.7</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>4.1</td>
<td>10.9</td>
<td>17.3</td>
<td>23.5</td>
<td>17.9</td>
<td>26.3</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>4.6</td>
<td>12.2</td>
<td>19.4</td>
<td>21.1</td>
<td>16.6</td>
<td>26.2</td>
</tr>
</tbody>
</table>

Average score, 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>432.0</td>
<td>428.1</td>
<td>422.4</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>0.0</td>
<td>3.7</td>
<td>14.8</td>
<td>11.1</td>
<td>59.3</td>
<td>11.1</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>1.7</td>
<td>3.8</td>
<td>13.5</td>
<td>21.1</td>
<td>42.6</td>
<td>17.1</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>2.5</td>
<td>5.0</td>
<td>14.4</td>
<td>21.7</td>
<td>40.7</td>
<td>15.8</td>
</tr>
</tbody>
</table>
Year 3 NAPLAN - SPELLING

We cannot boast a similar improvement in our spelling results. In year 3 the average spelling results (394.9) are below both the State DEC average, (415.5) and the Similar School group averages (415.5). Spelling will continue to be a focus of improvement for the students and teachers at Millthorpe Public School in the next round of school planning 2012 till 2014.

There are higher concentrations of students achieving in bands 2 and 3 in spelling. Our aim will be to improve this spelling result by having more students achieve in bands 4 and 5, in future assessments.

Year 3 NAPLAN – GRAMMAR AND PUNCTUATION

In the area of grammar and punctuation, our school average result (429.0) is above the State DEC average result (422.9) but below the similar school group average, by 0.9. This is not a great shortfall, and is more of an indication of the variance in cohorts, than any change in teaching practise.

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Band Distribution</td>
<td>394.9</td>
<td>426.2</td>
<td>415.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>3.6</td>
<td>14.3</td>
<td>21.4</td>
<td>21.4</td>
<td>25.0</td>
<td>14.3</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>2.1</td>
<td>2.1</td>
<td>15.6</td>
<td>16.7</td>
<td>28.1</td>
<td>20.8</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>2.8</td>
<td>6.1</td>
<td>18.2</td>
<td>19.7</td>
<td>27.0</td>
<td>26.2</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>4.4</td>
<td>7.9</td>
<td>19.4</td>
<td>20.3</td>
<td>24.8</td>
<td>23.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Grammar &amp; Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>429.0</td>
<td>429.9</td>
<td>422.9</td>
</tr>
</tbody>
</table>
Year 3 NAPLAN – NUMERACY

Millthorpe students have achieved well in numeracy assessments consistently over previous years. In the 2011 NAPLAN assessment, year 3 students continued this tradition, scoring above the Similar School group and State scores in numeracy. Well done students, and congratulations to the excellent teachers who have achieved this outcome.

Literacy – NAPLAN Year 5

Literacy includes the skills of reading, writing, spelling, grammar and punctuation in terms of the NAPLAN assessments.

In class, we also assess the students in the area of talking and listening.

In Year 5, 2011, our students have achieved well in the NAPLAN reading assessment, scoring above the State and DEC averages. Well done girls and boys, and congratulations teachers on this very strong result. Reading is very well supported by the Millthorpe community, with the P&C providing funds for excellent home reading materials, as well as classroom reading materials in all senior classes. Parents and community members also volunteer to be reading helpers for students needing extra support. All these measures, as well as an emphasis on reading at home for pleasure, contribute to this excellent result.

Students achieved well in terms of percentages in bands, scoring very well in band 8, in bands 6 and 7 the percentage of students scoring approximately equalled our school average over previous years. Our high percentage of Learning Assistance students did very well to score in bands 3 and 5.

Overall, a very pleasing result from the students, staff and the supportive Millthorpe community.

Reading is well supported at Millthorpe, with parents involved in reading groups, support programs and the purchase of excellent reading materials for the students use. This level of support has contributed to the excellent reading results obtained in the 2100 NAPLAN assessment for all students.
Year 5 NAPLAN – READING

Millthorpe students in year 5, 2011 scored on average, 528.7 points in the NAPLAN assessment. This is well above the similar school group and state DEC average scores.

### Year 5 NAPLAN – WRITING

As previously mentioned, improvement in writing and spelling results has long been an aim at Millthorpe. Staff have engaged in professional development activities, and have worked cooperatively to support and encourage the introduction of new teaching techniques and higher expectations for students, over several years.

Our students have responded well to these changes, with a gradual increasing improvement in writing scores over the last few years.

In 2011, we have scored above the State average, and marginally below the similar school group average. This is a very pleasing result. We will continue to focus on improvement in our teaching techniques and approach to writing, in order to improve even further!

In 2012, Millthorpe staff will be engaged in a serious professional development opportunity, focussing on writing and spelling, being led by Assistant Principal Peggy O’Brien, who is an expert in the new “David Rose” approach to writing. We are looking forward to seeing a continuing improvement in our writing results in the coming years.

Well done students, a great result.
Year 5 NAPLAN - SPELLING

Our spelling results continue to be a focus for improvement. Our year 5 students have scored below the similar school group and state averages in the 2011 NAPLAN assessment. Our school average score was 467.6, below the similar school score of 505.6.

Year 5 NAPLAN – GRAMMAR AND PUNCTUATION

It is a slightly different story in Grammar and Punctuation, with Millthorpe year 5 students scoring well above both the similar school group and state averages.
Year 5 NAPLAN – NUMERACY

We are greatly cheered by the numeracy results of our students, with scores consistently above the state and similar school group averages, for years 3 and 5. Well done students and teachers...

We had an unusually high percentage of students who scored in band 4, and a very low percentage of students who scored in band 5. Results in the two top bands continue to be very strong.

No student scored in band 3 (the lowest band) in the 2011 NAPLAN numeracy assessment. Well done to those students who have worked hard to improve their results.

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 2011

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>3.4</td>
<td>9.1</td>
<td>23.9</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>2.4</td>
<td>9.1</td>
<td>29.8</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>5.0</td>
<td>11.3</td>
<td>28.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage in bands: Year 5 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
</tr>
<tr>
<td>Band 3</td>
</tr>
<tr>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
</tr>
<tr>
<td>3.4</td>
</tr>
<tr>
<td>2.4</td>
</tr>
<tr>
<td>5.0</td>
</tr>
</tbody>
</table>

Minimum standards in year 5 have been made by all students in Numeracy. Very small numbers of students (only one, or two) have failed to meet the minimum standards in spelling, writing and reading.
Progress in literacy

Average progress for students matched from year 3 to year 5 indicate that in Reading, and Grammar and Punctuation, our growth rates have improved.

In spelling, our growth rate has fallen below the Similar School group average.

It is more difficult to record high growth rates between year 3 and 5 for matched students, if the scores in year 3 are high.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>78.5</td>
<td>105.9</td>
</tr>
<tr>
<td>SSG</td>
<td>83.0</td>
<td>73.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

Progress in Numeracy

Our average growth in numeracy has improved from the 2008-2010 data, and for this group of matched students, the average growth is above that for the State.

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>89.9</td>
<td>108.4</td>
</tr>
<tr>
<td>SSG</td>
<td>92.4</td>
<td>97.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
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Significant programs and initiatives

Connected learning

In 2011, Millthorpe continued to join forces with schools in the Orange District to trial the Connected Classrooms initiative. Students were involved in the use of the newly installed video conferencing equipment in the library, for interactive video-conference lessons with other students and teachers.

The pre2 program was developed from this early interest in the use of the new technology for teaching and learning activities for our students. Millthorpe will continue to be involved in the pre2 Connected Learning initiative in 2012 and beyond.

Tournament of the Minds

On 2011, Millthorpe fielded our own team for the Tournament of the Minds Program, for the first time. Mrs Helen Gray trained and coached our team of students, who travelled to Bathurst, to Charles Sturt University to compete. Students produced a digital movie for the Tournament, and presented it to great acclaim at the tournament.
Chess

Millthorpe continues to enjoy great results from the competitive chess tournaments. Millthorpe students enjoy chess coaching each Friday from Mr Joe Cummings, and play a school tournament to determine school champions. We also enter the District and Regional chess competitions, and attend weekend competitions in Orange and Dubbo.

In 2011, Millthorpe were both the senior and junior chess champions for the region.

Music Education and Enrichment of Curriculum

Many musical opportunities exist at Millthorpe to enrich and extend the curriculum in a variety of ways.

Private tuition in piano, violin, guitar, and drum-kit provide parents the luxury of not having to transport children after school hours to major centres for music lessons.

Group lessons in percussion for juniors and seniors, are very popular, and are held during the school day, or after school for seniors. Concert band lessons, with instruments available for hire from school including flute, clarinet, trombone, trumpet, alto and tenor saxophone are also conducted during the school day.

The school rock band is another activity, held after school, for students who are interested. There is no cost for this, as dedicated teachers donate their time to conduct the sessions.
“Blue Lemonade” the Millthorpe Rock Band enjoyed playing for parents and community members at the Millthorpe bowling club in 2011.

In senior classes, each alternate year all students learn ukulele or recorder. They attend the Opera House Festival of Instrumental Music on recorder, and the Bathurst eisteddfod on the ukulele. The aim is to give each student the opportunity to learn both a wind instrument (recorder,) and a stringed instrument (ukulele).

In 2011, Millthorpe recorder students attended the Opera House and played in the Festival of Instrumental Music. Here they are performing for assembly.

Millthorpe school participates in the Musica Viva program, which involves visiting professional musicians performing for the students, and is supported by excellent teaching resources for the students and staff. Staff attend the training and development sessions provided by Musica Viva, and deliver these lessons across the school. There is a high level of musicality involved in these across school experiences.

Our students respond very well, we regularly receive very positive comments from the performers about the childrens’ general musical knowledge and interest.
Sports & dance programs- Active After School Communities

We are very fortunate to have well qualified and professional dance and sports teachers associated with the Active After School Communities programs, which we run at school after school hours.

In 2011, we began a dance program, taught by ballet teacher and parent, Jasmine Brun. The program has been very popular.

Glenn Goodacre has been teaching tennis at Millthorpe for several years, and in 2011 expanded the tennis lessons after school to two sessions each week. With the refurbishment of the local tennis courts, more students and parents have entered the program.

After School Care

We are also very fortunate at Millthorpe to have After School Care available 5 afternoons a week, between 3pm and 6pm. After School care coordinators collect students from the school playground, and supervise them during play in the school grounds. Many students attend the myriad of after school activities available, supervised by the After School Care coordinators. The School of Arts Hall is adjacent to the school, where the students then spend their afternoon, until they are collected by hard-working mums and dads.

Achievements

Arts

During 2011, Millthorpe students continued to enjoy exposure to a wide range of cultural and arts experiences.

The Heritage Country Schools group received funding to promote arts education. We were able to fund a visiting artist, Abbey Hyde, who worked with stage 3 students to create some beautiful mono-prints, with a Japanese influence. Several of these were selected for framing, and now adorn the office foyer.

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, and further enhance the visual arts curriculum with great art experiences.
The Heritage Country Schools Art show was well attended, with students winning cash prizes in a range of areas.

As part of the Heritage Country Schools visiting artists program artist Abbey Hyde worked with senior students on mono-print techniques.

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.

Girls’ softball was introduced in 2010, and continued in 2011, with some great results gained, and the support of parents who helped with coaching. Our wonderfully supportive P&C committee have provided sporting uniforms for the teams, in softball, touch football and soccer, which the students wear proudly.

In 2011, Millthorpe fielded girls’ teams in soccer (football) cricket, softball, touch football and netball.

Girls Softball team, 2011, with Miss Henderson, their coach.

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

The stand-out achievement in sports in 2011 was the boys cricket team, who proceeded through the PSSA knock-out competition to play in the State final, in Albury. The boys had a terrific season, playing with skill and terrific sportsmanship.

The boys cricket team did exceptionally well in 2011, coached by Mr Truloff

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 2011, 52 students represented Millthorpe at District Athletics events, 12 moved onto
Regional level. Two students represented the school at State level in athletics.

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

Boys touch football team, 2011. Coached by Mr Morgan.

Community Involvement

Millthorpe students march proudly at the ANZAC day parade each year. Here our leaders are laying wreaths at the early morning ceremony.

Millthorpe students are involved in their community. The Millthorpe Community supports the school in many ways. Each year the students and teachers march in the ANZAC day parade. Students perform an ANZAC day song, and the school leaders lay a wreath.

The school supported the local Village Committee, by donating old bikes, which were auctioned as garden sculptures on the garden ramble weekend.

Students are co-ordinated by school staff to clean up the village on clean up Australia day.

Students performed in 2011 for a local nursing home, and the Country Women’s Association, who were then invited to attend a school assembly, where students served morning tea to their guests.

The girls touch football team, 2011. Coached by Mr Morgan

The victorious 2011 boys cricket team, coached by Mr Truloff

Millthorpe students participate in clean up Australia day, 2011
Progress on 2011 targets

In 2011, our single focus has been to improve our results in spelling and writing, this has been a long-term project for the school.

Targets for 2011

Target 1
To develop a consistent approach to teaching writing using Reading to Learn strategies, across years 1 to 6, including the use of criterion marking scales.

Strategies to achieve this target include:
- An ongoing professional development program at staff meetings.
- Staff cooperating to present the same text type to all students in the school, at the same time.
- Mentoring across stages, and within stages
- Data collection across the school
- Consistency of teacher judgment in criterion marking
- Development of a Record keeping system and data analysis of improvement in writing to see if we are making a difference, where, and how.

Our success will be measured by:
- Teacher participation at staff meeting training and development sessions
- Collegial feedback on the value of the training and development program.
- Improved writing outcomes, as demonstrated by the data collected.

Great progress was made on our 2011 targets for writing during the year, with Assistant Principal Peggy O’Brien conducting “Reading to Learn” training and development sessions after school hours on Thursdays, to great acclaim from the teachers. A whole-school scope and sequence in writing has been developed, with collegial work on expectations and marking criteria.

Data and work sample collection has enabled us to compare our starting point and progress to date. In 2012, we look forward to further staff developments in professional learning about writing, with the recent announcement of a Quality Teaching Grant which will allow Peggy to work more closely with our beginning teachers and experienced staff to further develop our teaching of writing skills.

Target 2
To raise the profile of the importance of accurate spelling and editing across the school.

Strategies to achieve this target include:
- Involvement in the Premiers spelling bee
- Development of a school based spelling competition
- Consistent development of class spelling lists
- Professional development and knowledge of NAPLAN “difficult, moderate and common” word lists.
- Use of NAPLAN support materials to provide practice on interactive whiteboards for NAPLAN students.
- Develop an editing test – raise expectations
- Set regular editing exercises in homework, from K-6

Our success will be measured by:
- Improvement in spelling results across the school – as per the South Australian Spelling test
- Improvement in spelling results in 2011 NAPLAN assessment

Similarly, in spelling, Assistant principal (relieving) Mary Gardiner has focused on improving our spelling results, with staff development activities, and the development of a whole school scope and sequence in spelling.

The school has entered the Premiers Spelling Challenge in 2011, this has raised the profile of spelling across the school.

The implementation of “A sentence a day” program has raised the expectations of the teachers, so that a zero tolerance for common spelling errors has been developed, and is being instilled in the children, whilst maintaining focus on grammar and punctuation, and writing skills.

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.
Educational and management practice

Welfare system

Background

The welfare and care of our students is of the highest priority at Millthorpe Public School. High levels of consistent teacher supervision and high expectations for polite, respectful behaviour are the cornerstones of our school welfare system. Staff Welfare committee members meet weekly, with staff dedicated to either the Welfare Team, or the Learning Support Teams, each led by Assistant Principals. Assistant Principals also perform detention duties, and are available to listen to any grievances, or issues that may arise in the playground. This initiative has been very positive, in allowing children to have someone to air their concerns with, whilst not distracting the playground duty teachers, from their active involvement in the playground.

Throughout 2011, the available playground space at Millthorpe has been compromised by several building projects. Initially, the installation of the new library, and finally, the building of a new school hall on the “Police Paddock”, where students were usually able to play supervised soccer and cricket games. These building projects have led to considerable playground crowding.

The welfare team have been able to respond to potential issues of overcrowding by initiating alternative activities to keep students engaged and entertained during lunch hours. Extra teachers have been rostered onto duties, holding computer activities, library activities, chess, singing, and debating, coaching sporting teams, all keeping students actively entertained during the lunch-hour. The welfare team have taken a pro-active approach, rather than a reactive approach to any behaviour issues in the playground.

In addition, the welfare team have re-written and updated the school welfare policy, and the anti-bullying policy.

Staff are actively involved in playground supervision, and we find we have very few serious incidents of negative behaviour. The school tone is very polite, positive and respectful. The behaviour of our students is often applauded by visiting staff and the community.

Students are rewarded and encouraged in their positive behaviour, both socially, and academically. They are supported by sensible families who do not hesitate to contact the school if they have any concerns. Staff are always available to listen to concerned parents, and assist the students to deal with social, or emotional difficulties.

Findings and conclusions

Millthorpe has recently undergone a period of continued rapid growth. The school has grown from a P5 school, enrolment 80, to a P4 school, enrolment 200 plus, over the preceding 8 years. This growth is likely to continue (at a slightly more relaxed pace,) for a few more years. The aim of the school welfare team has been to maintain the small, happy, village school feel, with high levels of supervision, and staff involvement by developing a caring, respectful rapport between students, teachers and parents.

We have found that the few incidents of serious negative behaviour at the school have been dealt with swiftly, and kindly, with positive results.

We also find that most of these issues have arisen from recent new enrolments to the school, who have not been introduced to the “Millthorpe Manners” from the beginning of their school careers.

Future directions

Building programs are catching up with our demand for space and extra classrooms. The
physical layout of the school has changed dramatically, and with those changes come changes in supervision rosters, and available activities to keep students happy and involved.

We will continue to provide a wide range of interesting activities for students at risk, including cartooning, visual technologies, music-making, animation and movie making as well as gardening, and keeping poultry.

Redmond oval (next door to the school) will become more accessible for sporting games and training activities, we will continue to offer indoor activities for those students interested during lunch hours.

Teachers do not, however, program around the textbooks. In addition to completing the daily mental activities, teachers program Maths “topics” and support these lessons with Mathletics and smart-board activities in their classrooms.. There is no standard scope and sequence across the school in Maths to support this topics choice. Teachers have, however, a very thorough knowledge of the mathematics curriculum, and cover all topics throughout the year.

Daily times table lessons and speed tests were also a feature of many classrooms, in years 2 -6. Repeated reference to topics, and the pressure on teachers to complete Mentals everyday, with very high levels of consistency, and feedback to students was a feature of many classrooms.

Generally, teachers enjoyed teaching maths, and were providing quality instruction in a variety of ways, supported by the “New Wave Mentals” texts, extensive teacher resources, smart-board programs, and the school subscription to Mathletics.

Future directions
We will develop a Mathematics Scope and Sequence. We will continue in the use of “New Wave Mentals”, and daily times tables challenges. We will continue to subscribe to the Mathletics program, and investigate training and development opportunities in teachers use of the program.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2011, we surveyed teachers, parents and students asking what was working well, what needed improving, and were there any questions about the operation of the school.

The results of the survey are listed below.

Things working well:-

- “The welfare system has been constantly responsive to the changing dynamics of the school.”
- “The professional development and support provided by the Assistant Principals has been very helpful.”
Team collaboration on professional development activities has been terrific.

The rapport between parents and staff, and the positive relationships between parents and staff is outstanding

Kids are happy to come to school, and teachers engage students well

The STLA programs have helped my child make better progress.

Areas for improvement:

We need a spelling scope and sequence,

Investigate use of Mathletics strategies to improve numeracy outcomes within the classroom,

We need an operating canteen

Develop a committee to look at updating school policies

Keep whole school assemblies shorter

Develop efficient communication systems within the whole school community – assemblies, reporting, interviews, newsletters

Encourage more parent involvement on the P&C

More whole school music

Professional learning

In 2011, school professional development activities were focused on improvement in writing results, using collegial professional development activities run by Assistant principal Peggy O’Brien, and the development of a whole school scope and sequence for spelling and writing.

A total of $10,307.66 was spent on supporting training and development activities during 2011, with staff attending a wide range of development activities from outside providers, and activities designed and delivered by our own well qualified, and motivated staff.

2011 was our initial year of Reading Recovery, with Mrs Morton attending regular training sessions throughout the year. Teachers attended:

- regular Support Teacher Learning Assistance (STLA) training
- Musica Viva in services,
- Computer Co-coordinator training,
- Reading to Learn training,
- Attended the SPELD conference, and Principals conferences
- Reading Recovery support training,
- Attended the crunch and sip course,
- Best start training, with a focus on Gifted and talented Kindergarten students

Our major focus for our training and development days was on updating our technology skills, and developing our use of Wiki’s, Blogs and Moodles, with the children.

SASS staff attended courses supporting the implementation of the new ERN (Enrolment and Registration Number)

In addition, all staff (including SASS and SLSO) completed mandatory training in:

- CPR,
- Emergency care
- Asthma
- Child protection
- Senior First Aid
- Code of Conduct, and OH&S updates

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

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.

School priority 2
Outcome for 2012–2014
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.

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:

Millthorpe is a beautiful School, full of happy, wonderful students who are enjoying life and learning. Their teeth keep falling out, however…