

2020 Annual Report

Millthorpe Public School



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Introduction

The Annual Report for 2020 is provided to the community of Millthorpe Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Our vision is to ensure all students are successful learners who are confident, creative and well-informed citizens.

School context

Millthorpe Public School is an inner regional school in the Central Tablelands of NSW, which enjoys positive connections with the local community.

Millthorpe Public School has a strong reputation as a caring and successful school. At Millthorpe Public School high expectations are set for student performance and behaviour. Millthorpe students are supported to succeed academically, socially, emotionally, physically and spiritually, by a dedicated team of quality staff.

Millthorpe Public School strives to offer students rich and broad opportunities in a nurturing environment enhanced by evidence-based practices.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1

Inspired Learning

Purpose

Our purpose is for students to develop the skills and knowledge required to learn and adapt to meet future needs. Focused and differentiated learning experiences are delivered to meet individual student needs. Positive relationships promote understanding of learning development to enhance student wellbeing.

Improvement Measures

Increased parent satisfaction in relation to school assessment and reporting practices, with particular reference to literacy and numeracy.

Consistent use of quality assessment practices across stages, leading to improved student progress and achievement, with particular emphasis on literacy and numeracy assessment.

Improved levels and recognition of student engagement and wellbeing.

Increase in expected student growth in literacy and numeracy, as a result of evidence-based teaching practice.

Progress towards achieving improvement measures

Process 1: REPORTING

Evaluate, consult on, and refine current reporting practices.

Evaluation	Funds Expended (Resources)
COVID 19 adjustments impacted reporting processes for 2020. Modifications to Semester 1 reports made in line with departmental requirements for this period. Internal reporting practices were strengthened in Semester 2.	Staff meeting allocation

Process 2: ASSESSMENT

Develop consistency in and moderation of assessments that reflect curriculum requirements and progressions in learning.

Evaluation	Funds Expended (Resources)
Consistent professional practice was used to examine progressions of student learning. Staff received targeted professional learning on the content of the progressions and the data platform. All staff can use the information from a narrow stage appropriate focus to inform next steps in teaching and learning.	Stage and staff meeting allocation Professional learning funds

Process 3: WELLBEING

Implement a whole school integrated approach to wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
All staff effectively used Sentral to document and monitor wellbeing items to enable consistent, individualised wrap-around support to facilitate a holistic approach. MPS staff did wellbeing checks with all students and families in order to encourage online and/or school attendance during COVID19 remote learning.	QTSS funds Stage and staff meeting allocations Week 8 Wellbeing Week Week 5 attendance check-ins

Strategic Direction 2

Great Teaching

Purpose

Our purpose is for teachers to approach student learning with the intent to improve outcomes and create growth. Evidence-based practices underpin high quality teaching within a supported and collaborative culture. There is an ongoing commitment to develop skilled and high quality teachers.

Improvement Measures

Staff will engage in stage-based collaborative planning practices and learning communities beyond the school.

Increase in expected student growth in literacy and numeracy, as a result of evidence-based teaching practice.

Progress towards achieving improvement measures

Process 1: EFFECTIVE CLASSROOM PRACTICE

Draw on solid research to develop and implement high quality professional learning.

Evaluation	Funds Expended (Resources)
All new staff engaged in professional learning about phonics, writing and technology. All staff undertook professional learning through face-to-face delivery and online modules about remote learning delivery to meet the requirements of Learning From Home. These included professional learning on video conferencing (ZOOM), Google Classroom and Microsoft Teams. Three staff undertook external professional development in Quality Teaching Rounds. Rounds were implemented in Semester 2 with 3 out of 4 rounds successfully completed.	Professional learning funds

Process 2: PROFESSIONAL STANDARDS

Strengthen the use of professional standards and PDPs to support the accreditation process.

Evaluation	Funds Expended (Resources)
Non-teaching staff developed individualised PDPs about front office admin processes and student support. Training was delivered online to accommodate COVID19 restrictions. SaSS staff and SLSOs successfully completed online training modules and in house training for admin processes to ensure smooth, consistent operations. SLSOs completed online training about supporting individual students needs and wellbeing.	Professional learning funds

Process 3: LEARNING AND DEVELOPMENT

Further develop collaborative processes to support teaching practice. Provide and promote opportunities for aspiring leaders. Promote the sharing of expertise within and across schools.

Evaluation	Funds Expended (Resources)
Opportunities were provided for aspiring leaders to work in higher duties as leaders of curriculum during COVID remote Learning From Home.	School operational funds

Strategic Direction 3

Effective Leading

Purpose

Our purpose is to create a self-sustaining and self-improving community. Strategic and effective leadership engages all stakeholders. Students and staff benefit from planned and proactive operational systems that serve our over-arching strategic vision.

Improvement Measures

Staff will be confident in using new administrative systems, in finance and budgeting management and in student administration and management.

Increase the number of staff who participate in strategic decision making processes.

Increase in the frequency of collegial visits within and beyond our school.

Progress towards achieving improvement measures

Process 1: EDUCATIONAL LEADERSHIP

Develop structures to support instructional leadership to improve curriculum implementation and student outcomes.

Evaluation	Funds Expended (Resources)
The leadership team worked shoulder-to-shoulder with all staff to change curriculum implementation to online delivery during COVID to maintain student outcomes during Learning From Home. An instructional leadership model was used to develop teaching skills using online platforms.	School operational funds QTSS funds

Process 2: SCHOOL PLANNING, IMPLEMENTATION AND REPORTING

Review and refine current evaluative processes through the use of improvement measures, timelines and milestones.

Evaluation	Funds Expended (Resources)
Our school planning processes were interrupted due to COVID and its operational and financial complexities. During Semester 2 of 2020, all strategic directions and current practices were evaluated and measured against the School Excellence Framework and the What Works Best in Practice research.	Executive team meeting time Staff meeting allocation

Process 3: RESOURCES AND MANAGEMENT PRACTICES

Evaluate and streamline administrative systems. Implement changes based on cost-effectiveness, evidence and local context needs.

Evaluation	Funds Expended (Resources)
The school refined administrative management systems to include regular finance meetings and improved processes for purchasing. Administrative processes such as enrolment, student data management and communication channels were reviewed and changes were implemented throughout the year. A financial audit was completed and all recommendations were implemented within the expected time frames.	Additional SASS staffing entitlement Principal support funds

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17929	This funding was used to employ additional staff to support literacy and numeracy strategies across the school. SLSO support was provided for targeted students through this funding initiative. Additionally it was also used to enhance PLP processes and communication with families to better understand cultural identity.
English language proficiency	\$14634	The entire allocation was used to fund a specialist teacher to provide targeted support for an EAL/D student in developing literacy and language skills.
Low level adjustment for disability	\$91100	This funding was used to employ staff, including a learning and support teacher for 3 days per week and SLSOs to implement intervention strategies in literacy and numeracy across the school. This impacted the growth in student achievement in targeted areas and tailored support to meet individual learning goals.
Quality Teaching, Successful Students (QTSS)	\$54036	This was used to employ additional staff that enabled the leadership team to have a relentless focus on quality teaching and learning linked to our strategic directions. It allowed for the leadership team to provide targeted individual professional learning opportunities and time for whole teams to collaborate on programs and assessment procedures. Using this model enabled quality teaching practices and improved outcomes for all students.
Socio-economic background	\$24013	This funding enabled a tailored approach to supporting equity and opportunity for students to fully access curriculum and co-curricular activities. It resulted in increased student participation and engagement in the learning experiences provided by the school.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	148	152	160	164
Girls	139	133	139	142

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.1	95.3	94.5	95.1
1	96.9	95.6	92	92.9
2	96	96.5	95.1	92.5
3	96.6	95.9	94.9	94.2
4	94.5	95.2	94.4	95.6
5	95.7	94.5	94.2	95.1
6	95.2	93.5	91.4	93.5
All Years	96.1	95.3	93.9	94.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.5
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	217,286
Revenue	2,968,511
Appropriation	2,804,063
Sale of Goods and Services	39,841
Grants and contributions	123,911
Investment income	696
Expenses	-2,838,659
Employee related	-2,558,560
Operating expenses	-280,098
Surplus / deficit for the year	129,852
Closing Balance	347,139

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	242,964
Equity Total	133,042
Equity - Aboriginal	17,929
Equity - Socio-economic	24,013
Equity - Language	0
Equity - Disability	91,100
Base Total	2,237,350
Base - Per Capita	71,911
Base - Location	9,410
Base - Other	2,156,030
Other Total	155,463
Grand Total	2,768,820

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents expressed satisfaction with how the school communicated during COVID and how staff enabled students to continue their learning from home. Students provided feedback to teachers upon returning to school that the connection and sense of wellbeing provided by our school setting was missed during times of online learning.

In the Tell Them From Me survey students reported an 86% positive response for sense of belonging, 100% for expectations for success and 95% for advocacy at school. This data is indicative of previous years, taking into account the period of Learning From Home for students. Parent engagement in the Tell Them From Me survey was extremely low with insufficient data from which to glean judgement or rich feedback.

Staff expressed that their wellbeing had been greatly impacted by the expectations placed on them to accommodate both face-to-face and online learning. During Semester 2, staff experienced increased workload as they attempted to engage students in all previous activities impacted by COVID.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.