2010 Annual School Report
Millers Forest Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Our enrolment at the end of 2010 was 32 students K-6 in two classes.

Staff
Our school has two permanent teaching positions. We have one teaching Principal position and one assistant teacher. We have several part time teacher positions. Including specialised staff teaching music, art and library.

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

Significant programs and initiatives
Millers Forest Public School ran various programs to offer further opportunities and Educational support to students throughout 2010.

These included:
STLA based literacy program designed by Maitland Learning Centre to assist students with learning difficulties.

A specialised art teacher who achieves outstanding outcomes for our students in creative arts.

A specialised music program involving singing, recorder, percussion and guitar tuition.

Student achievement in 2010
The school continues to have a strong commitment to the improvement of literacy and numeracy for all students from Kindergarten to Year 6.

Staff maintain ongoing data on student progress and achievement in these areas, and use data to ensure continual improvement for all students.

Messages

Principal’s message
It is with great pleasure I submit to students, parents and members of the school community the school’s Annual Report for 2010.

The sound educational foundation provided by the school prepares the students for their transition to high school education, giving them the skills, confidence and experiences to allow them to progress on a continuum of learning.

We know and understand the importance of family and provide a highly committed service, supporting and meeting the needs of our community, through clear communication channels and a mutually trusting and respectful partnership that builds community capacity through the provision of training and development opportunities. The school welcomes and appreciates the high level of commitment and involvement that parents have in the activities of the school.

The entire staff plays a vital role in providing quality care and education. I appreciate their ongoing commitment and recognise their valuable contribution. We are a team of highly qualified and experienced educators, who regularly participate in training and professional development. Our staff development programs ensure that children benefit from the latest in education and technology.
This year through the Nation Building Economic Stimulus Plan, our school received a new library. The library has provided the school with a dedicated space for library lessons, meetings and community gatherings.

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.

Christyne Phelps

P & C and/or School Council message

We have again had a successful year as a P&C. The opportunities to fundraise have been minimal however, money has been raised. We would like to thank everyone who has supported the P&C this year. Our most successful fundraising event for 2010 was the Country Fair. Thank you so much to everyone for all their efforts. Thank you to the families who came along, it was a very successful day. With the money raised, we were able to purchase the readers required for the Infants Classroom. The students had a wonderful class party/fun day in December funded by the P&C. Let’s continue to work together as a team and make our school a great place to be for our children. Once again, thank you for your support. It is all positive with the P&C.

Louise Beckham – President of the P&C.

Student representative’s message

This year Thomas, Tess, Hayden and Ethan were ready to take up the role of school captains for 2010. Fundraising was conducted throughout the year including the country fair, pyjama day and McDonald’s night. Fundraising was very successful.


School context

Student information

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

Student enrolment profile

Enrolments have fluctuated during the past year with actual enrolments at 32 students.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>12</td>
<td>18</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>8</td>
<td>16</td>
<td>17</td>
<td>13</td>
</tr>
</tbody>
</table>

Student attendance profile

Our attendance rate is at 90.6 percent. In a small school, it only takes a small number of students to have poor attendance and the whole school average is affected. For this reason the attendance has fallen below the Region and State averages.
During 2010 we have continued to implement measures to effectively track record and monitor student attendances. A structured process is closely followed to ensure the effective management of non-attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/2</td>
<td>K</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>K/2</td>
<td>1</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>K/2</td>
<td>2</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>3/6</td>
<td>3</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>3/6</td>
<td>4</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>3/6</td>
<td>5</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3/6</td>
<td>6</td>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

As can be seen, there will be four Year 6 students leaving at the end of 2010. With the likely hood of having at least eight students in kindergarten next year, our enrolment number of thirty-two should increase slightly. We had fluctuating enrolment numbers throughout the year which still enabled us to maintain our second teacher.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.116</td>
</tr>
<tr>
<td>Total</td>
<td>4.4</td>
</tr>
</tbody>
</table>

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

The Indigenous composition of the workforce at Millers Forest Public School is presently at nil.

Staff retention

Staff retention at Millers Forest Public School is at 100%.

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></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.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

As part of our balanced, well-rounded school curriculum, we have a strong commitment to the creative arts. Highlights of the 2010 program include:

- Year Three student Tom Beckham’s portrait work was chosen for the cover of the face program. This was an exhibition of portraits by Hunter and Central Coast K-10 students.

- During Education Week our school participated in the Public Schools Sculpture Trail. Our sculpture featured a cedar tree. Millers Forest’s past landscape was covered with a cedar forest.

Sport

As a school, one of our priorities is to provide a good range of sporting opportunities, an essential component for the development and maintenance of optimum health.

Highlights for 2010 include:

- Physical education/fitness lessons three mornings a week to develop student fitness levels, hand-eye coordination, gross motor, ball and skipping skills.

- Daily water and fruit breaks, aimed at the whole school and encouraging healthy lifestyle choices.

- Continuance of Thursday Sport, concentrating on skill development and participation in competitive sports such as Soccer, Netball, T-ball and Cricket.

- Participation in the Small Schools Swimming Carnival.
Participation at the Small Schools Athletics Carnivals. Eight students progressed to the Zone Athletics Carnival. A highlight being the relay team progressing to the State Finals.

This year for the first time, we entered a soccer team in the Small Schools Zone Knockout Competition.

- The P&C raised funds to construct a new garden shed. This will house garden equipment and tools.
- All students participated in the Power down Challenge in March. Projects were produced on the impacts of this challenge.
- Within this Year of Sustainability a workshop was attended at the Wetlands on Environmental Sustainability.

Environmental

Opportunities within Environmental Education were provided for all students to further develop learning outcomes. Environmental Education is a strong feature within the schools learning framework.

Students have been provided opportunities to participate and learn about a variety of environmental issues.

- Students planted trees for Tree Day.

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in 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)

**Literacy – NAPLAN Year 3**
Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 numeracy

Percentage of students in bands:
Year 3 grammar and punctuation

Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 5 writing
Numeracy – NAPLAN Year 5

Percentage of students in bands: Year 5 spelling

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

Percentage of students in bands: Year 5 grammar and punctuation

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

Percentage of students in bands: Year 5 numeracy

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

Progress in literacy

Average progress in reading between Year 3 and Year 5

- School
- SSG
- State DET
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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>50</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

The school’s Aboriginal education programs have been successful in promoting understanding and knowledge of Indigenous Australian culture.

In particular, an Aboriginal perspective is applied to all studies when Australian history is studied by students with a view that all students develop an informed understanding of Australia’s Indigenous people and their cultures and of the importance of the reconciliation process.

Further, the school actively promotes contact between Indigenous and non-Indigenous Australians.

Outcomes of programs are intended to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Students participated in a celebration of N.A.I.D.O.C. Day involving art making skills and students purchased Aboriginal Respect bands.

A staff member was trained as our A.R.C.O. officer for the school.

Respect and responsibility

Values Education” and “high expectations” based around clear, core standards and “Values” of Respect, Responsibility and Quality/Excellence have been a focus of 2010. This year we have re-modeled our Student Welfare Policy and systems. Parents, teachers and staff attend a one day workshop on Anti Bullying. It was decided to adopt the Positive Behaviour for Learning model as the basis for our Student Welfare System. A working team was formed and attended a two day workshop. Structured lessons are taught in all classes based on universals.. These values reinforce our core expectations and standards. Clear guidelines, processes and strategies from P.B.L. have been put into place. These have been sent home to all existing families in a written form.

Multicultural education

Our school strives to promote understanding and tolerance in our society in all key learning areas. Students from non-English speaking backgrounds are given extra help to acquire essential literacy and numeracy skills.

In classrooms, students learn about the culture and customs of several countries around the world. Most studies involve investigating different aspects of the country including cultural and historical issues.

Further, studies are presented in ways that help students to develop an understanding of cultural diversity and tolerance of people from diverse multicultural backgrounds.

Students celebrated Harmony Day with special art lessons and a dedicated lunch to Harmony.

Progress on 2010 targets

Target 1.

To improve student performance in literacy with particular emphasis on a range of skills that develop spelling skills and language conventions

Our achievements include:

- Analysis of teaching practices and mentoring enabled all teachers to improve elements of quality teaching
- All staff accessed professional learning opportunities specifically designed to advance teacher knowledge and skills in the area of literacy development.
- A review of teaching spelling and language conventions strategies resulted in significant improvements in both Years three and five.
• Increased number of students reading at or above their age in reading age assessments.

• More students in the higher bands in NAPLAN literacy results. Fewer students on STLA caseload.

Target 2
To improve student performance in numeracy with particular emphasis focusing on number strand and working mathematically.

Our achievements include:
• A modest increase in students in higher bands in NAPLAN numeracy results.
• Fifty percent more students scored correct answers in multiplication and division questions in the NAPLAN tests.
• More parents confident in assisting their children with homework and assignments.
• Primary parents committed to and confident in assisting with mathematics groups during 2011.

Target 3.
To improve student engagement in school activities through an integrated Student Welfare/Anti Bullying program focusing on active participation and improved student self-esteem.

Our achievements include:
• School welfare policies now reflect the changing needs of the community and quality learning environment practices.
• A new policy has been developed that reflects increases in enrolments.
• Continued decrease in suspension figures over the next three years.

• Continued decrease in playground referrals from the Positive Behaviour for Learning Program.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of English and School culture.

Educational and management practice
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of -

Background
This year the school evaluation team surveyed an anonymous, random sample of the entire school, being 25 families and 32 students from Years K to 6, on the aspect of “School Culture”. Parents and students were asked to respond to a series of questions. Overall results were positive.

Findings and conclusions
The surveys showed that 90% of recorded parent survey responses were positive (indicated Almost Always or Usually)

Future directions
In 2011 emphasis will be upon:
• student leaders encouraged to take a more active role in the delivery of learning activities and school initiatives;
• continued upgrading of teacher skills in the area of teaching /learning; and
• continued progress towards the achievement of our Strategic Priorities.
Curriculum

Background
Each year the school completes an evaluation of a key learning area. This year, “English” was formally evaluated with 5 families being randomly selected. Parents were asked to respond to a series of questions. Overall results were positive.

Findings and conclusions
The surveys showed that:

- 95% of recorded parent survey responses were positive (indicated Almost Always or Usually).

- Both parents and students highly valued and were like minded in their response to questions 2 and 4 being, “My child have/has developed skills in “English” this year”, and “I am/ My child is, interested in “Aspects of English and Literacy” activities at home”.

- Refer to section “parent, student, and teacher satisfaction” for further elaboration on survey data.

Future directions
In 2011 emphasis will be upon:

- continued improvement in the creation of opportunities for our students to participate in a wider variety of literacy activities both at the individual and at the group level;

- continued upgrading of literacy resources for the whole school.

- technical support and training and development for teachers; and

- continued progress towards the achievement of our Strategic Priorities.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Professional learning

School development 2009 – 2011
Our school’s strategic priorities for 2010 through to 2011 are as follows:

- Improve literacy outcomes for all students;
- Improve student engagement through an integrated Student Welfare Program for all students;
- and Improve numeracy outcomes for all students.

Targets for 2011
Target 1
To improve student performance in literacy with particular emphasis on a range of skills that develops grammar and punctuation conventions.

Strategies to achieve this target include:

- All teachers will have a deep understanding of assessment techniques and will be able to determine student needs in order to develop literacy programs
- All teachers will be supported by the principal in teacher professional learning opportunities focusing on the development of grammar and punctuation conventions
- All teachers will be able to adapt and modify teaching/learning programs in relation to the identification of student needs
- TPL opportunities will enable staff to develop their understanding of QTF resulting in the implementation of quality teaching programs for students.
Teacher professional development and collaboration will result in a review and the draft of core units of work using the QTF & COGS.

All teachers will participate in professional learning and reflection and class mentoring which will develop student engagement.

Analysis of teaching practices and mentoring will enable all teachers to improve elements of quality teaching.

All staff will access professional learning opportunities specifically designed to advance teacher knowledge and skills in the area of literacy development.

All teachers will participate in professional learning and analysis of NAPLAN data which will identify areas of student support and literacy programs requiring improvement.

A review of teaching grammar and punctuation conventions strategies will result in the development and implementation of an improved whole school approach.

Students performance in year 5 NAPLAN will improve each year by 20% for those in bands 5 and above.

Our success will be measured by:

- Increased number of students reading at or above their age in reading age assessments.
- More students in the higher bands in NAPLAN literacy results. Fewer students on STLA caseload.
- School expenditure in new and appropriate teaching resources.
- Class programs reflecting Quality Teaching Practices.

**Target 2**

To improve student performance in numeracy with particular emphasis focusing on number strand and patterns and algebra.

Strategies to achieve this target include:

All staff will access professional learning opportunities specifically designed to advance teacher knowledge and skills in the area of numeracy development.

All teachers will participate in professional learning and analysis of NAPLAN data which will identify areas of student support and numeracy programs requiring improvement.

All staff will participate in information sessions for parents to assist with up skilling in targeted areas of mathematics.

Principal will complete an Item Analysis of NAPLAN and assist staff to plan areas for improvement.

All teachers will participate in a review of mathematical assessment strategies to ensure identification of areas for development and improvement.

TPL opportunities will develop staff understanding of the new Mathematics National Syllabus.

All teachers will be given opportunities to participate in an analysis of quality teaching practices as a result of class mentoring.

Our success will be measured by:

- More students in highest two bands in NAPLAN numeracy results.
- Twenty percent more students to score correct answers in patterns and algebra questions in the NAPLAN tests.
- More parents confident in assisting their children with homework from attending the information sessions.

**Target 3.**

Continue to improve student engagement in school activities through an integrated Student Welfare/Anti Bullying program focusing on active participation and improved student self-esteem.

Strategies to improve this target include:

- Consistent and on-going review of Positive Behaviour for Learning Program.
- Review Anti Bullying package of resources and distribute to all new families.
- A fully implemented yearly positive reward system in place by the end of 2011.

Our success will be measured by:

- School welfare policies that reflect the changing needs of the community and quality learning environment practices.
A policy that reflects increases in enrolments.

Continued decrease in suspension figures over the next year.

A focus on positive reinforcement and an on-going whole school reward system.

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.

Christyne Phelps  Principal
Tracey Legge        Teacher
Louise Beckham    P&C President
Ethan Pickard        School Captain
Thomas Krake       School Captain
Hayden Effer       School Captain
Tess Chilby            School Captain

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:


School contact information

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School Code: 2554