2009 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 2009 was 38 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 who teach music, art and library. At the beginning of 2010 the school was classified as a P.P.5. 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 2009. These included:

- A STLA based literacy program designed by Maitland Learning Centre to assist students with learning difficulties
- A specialised art teacher who achieves great outcomes for our students in both art and craft
- A specialised music program involving singing, recorder, percussion and guitar tuition.

Student achievement in 2009

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 2009.

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 personalised 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.

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

The P&C has been very fortunate this year as we have so many more parents actively involved and interested in the P&C. This is very positive and very much appreciated.

Our fundraising events for 2009 have been well supported. We had Easter Eggs, McDonalds night's and a Bunnings barbeque.

Some new ideas from keen parents such as the Halloween Disco and the vegetable garden have proven very successful, we thank you.

We have also supported the Year Six fundraising events. The P&C has purchased readers for the students and a Jolly Phonics system for the Smartboard.
Once again we are thankful to the families and staff for supporting our P&C. We look forward to 2010.

Louise Beckham
P&C President

Student representative’s message

This year School Captains were appointed. I found the role rewarding in many ways. Fundraising for our end-of-year gift for the school was a strong focus. Some of fundraising ideas include: an ice cream day, Pie Drive and NADOC Day. These fundraising events were very successful and well supported by the students and parents alike. We had great support, not only by the P & C and the parents, but also from the teachers, which made the whole experience enjoyable.

We, as captains, were able to take part in a variety of activities, which included:

- ANZAC Day ceremonies
- Opera House Recorder Festival
- End of year school concert
- N.A.D.O.C. Day
- Life Education Activities
- Country and Western Day

Being a School Captain involved leadership, teamwork, initiative and responsibility. We worked closely with our principal throughout the year. I thoroughly enjoyed my time as a School Captain and am grateful to Ms Phelps for allowing me this special opportunity.

Grayce Pryor
School Captain

Student 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 remained stable during the past year with actual enrolments at 39 students.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>11</td>
<td>12</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

Student attendance profile

Our attendance rate is at about 80 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.

Management of non-attendance

During 2009 we have initiated additional new 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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>2</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>2/6</td>
<td>4</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>2/6</td>
<td>5</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>2/6</td>
<td>6</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>K/2</td>
<td>K</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>2/6</td>
<td>3</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>K/2</td>
<td>1</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>2/6</td>
<td>2</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes
As can be seen, there will be three Year 6 students leaving at the end of 2009. With the likely hood of having at least six students in kindergarten next year our enrolment number of thirty eight should increase slightly. We had stable enrolment numbers throughout the year which enabled us to maintain our second teacher and gain a change in school status from a P.P.6 to a P.P.5. effective from 2010.

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

Our school has two permanent teachers and we have several specialist teachers in music, art and craft. The teaching staff is supported by a three and a half day Senior Administrative Manager and one day per week General Assistant.

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>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
</tbody>
</table>

Teacher of ESL |
Counsellor |
School Administrative & Support Staff (SASS) | 1.116 |
Total | 4.4 |

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

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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
</tbody>
</table>

Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>133,575.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>46,445.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>26,201.36</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>14,237.94</td>
</tr>
<tr>
<td>Interest</td>
<td>4,351.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,562.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>227,375.06</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>14,744.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,988.90</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4,289.55</td>
</tr>
<tr>
<td>Library</td>
<td>175.03</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>651.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>65,898.66</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>6,883.10</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21,554.38</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,304.93</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9,928.64</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3,686.20</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>136,104.91</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>91,270.15</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 financial statement is tabled at the annual general meeting.
of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

As part of our balanced, well-rounded school curriculum, we have a strong commitment to the creative arts. Highlights of the 2009 program include:

- Senior students participated in the Festival of Instrumental Music at the Opera House.
- Students participation in the school choir, presenting items at special functions during Education Week, Book Week and at assemblies.
- Seven students entered the Dorothea Mackellar Poetry Competition receiving certificates of participation.
- Senior students submitted four combined works for the Cultural Diversity Calendar for 2010.
- Students entered the Bob Balwin Christmas Card Competition. Three students won first, second and third prizes.

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 2009 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 of the Small Schools Swimming Carnival.
- From participation at the Small Schools Athletics Carnivals. Nine students progressed to the Zone Athletics Carnival. A highlight being the relay team progressing to the State Finals at Homebush.
- A new Sports Policy and Sun Safe Policy was developed during 2009 for the 2010 year ahead.
All students participated in a soccer coaching clinic.

Participation in Aust Swim Special Swimming Scheme program for our years 1 and 2 students at Beresfield Pool.

All students participated in the Jump Rope for Heart Program, with a jump off day where parents joined in with the activities.

The school recognises and appreciates the support of parents in assisting at Sports and Swimming Carnivals.

Environmental

Opportunities within Environmental Education were provided for all students to further develop learning outcomes. Environmental Education is a strong feature within the school's learning programme.

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

- All students participated in a Bunnings Planting and Information Day.
- Students planted trees for Tree Day.
- Parents and students combined to develop a new vegetable garden.
- Parents attended an information workshop at the Maitland City Council on environmental funding and education.

Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</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.

Included in our end of year Presentation Night ceremonies we acknowledged ‘Welcome to Country’.

Students participated in a celebration of N.A.D.O.C. Day involving art making skills and Aboriginal Artefacts. During the last term a family represented the school at the Bularr Wangga ‘Two Dance’ festival where two cultures unite as one community to strive towards excellence in education.

Multicultural education

Our school endeavours 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. This year the senior class studied Aboriginal history and the history of Millers Forest.

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

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 2009.

Structured lessons are taught in all classes based on the program ‘You Can Do It’. These values reinforce our core expectations and standards.
Clear guidelines, processes and strategies have been put in place which have been sent home to all existing families and are given to all new families.

Behaviour that infringes on the safety and learning of others, such as harassment, bullying, aggressive behaviour, disruptive classroom behaviour, rudeness, or anti-social behaviour of any kind, “will not be tolerated” by any teacher, at any time, at Millers Forest Public School.

Progress on 2009 targets

Target 1
To improve the literacy standards of all students at Millers Forest Public School.

Our achievements include:

- providing opportunities for students to have a deep understanding of literacy requirements and improve their achievement levels;
- implementing Teacher Professional Learning (TPL) so that all literacy sessions are fully aligned with syllabus requirements;
- The implementation of technology into the curriculum resulted in greater on-going engagement and understanding of literacy concepts.
- Analysis of student assessments and work samples reflected that 70% of students achieved grade levels in literacy.

Target 2
Improved mathematical outcomes for all students.

Our achievements include:

- Ongoing evaluation of programs highlighted that all numeracy sessions are aligned with syllabus outcomes, reflect Quality Teaching Framework principles and cater for the differing needs of students through effect use of Count Me In and Counting On Strategies and mathematical groups.
- The implementation of technology into the curriculum resulted in greater engagement and understanding of number concepts.
- Analysis of student assessments and work samples reflected that 60% of students achieved grade levels.
- The implementation of examples of mathematical processes in the newsletter assisted parent’s understandings.

Target 3
To evaluate and develop a revitalised welfare policy for Millers Forest Public School.

Our achievements include:

- Developing school welfare policies that reflect the changing needs of the community and quality learning environment practices.
- Developing a policy that reflects increases in enrolments.
- Improved changes in suspension figures over the next three years.

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 2009 our school carried out evaluations of -

Educational and management practice

Background

This year the school evaluation team surveyed an anonymous, random sample of the entire school, being 29 families and 39 students from Years K to 6, on the aspect of “School Learning”. 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).
- 98% of recorded student survey responses were positive (indicated Almost Always or Usually).
- Refer to section “parent, student, and teacher satisfaction” for further elaboration on survey data.
Future directions

In 2010 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 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, “Personal Development, Health & Physical Education (PD/H/PE) was formally evaluated with 6 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).

• 98% of recorded student 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 Physical Education & Sport” this year”, and “I am/ My child is, interested in Physical Education & Sport” activities at home”.

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

Future directions

In 2010 emphasis will be upon:

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

• continued upgrading of sporting equipment for the whole school;

• infrastructure upgrades;

• technical support and training and development for teachers; and

• continued progress towards the achievement of our Strategic Priorities.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A variety of evaluation instruments were used. For example;

• surveys;

• parent/teacher interviews;

• formal and informal conversations;

• community phone feed-back;

• responses to newsletters; and

• in-class discourse.

Their responses are presented below.

Of the School Map survey on “Learning”, 90% of parents randomly selected, indicated positively to the questions presented on the quality of our school’s learning and future growth of the school. With the following questions (1 and 6) being highly positive, as well as many others. For example;

• My child’s classroom is an interesting place to learn; and

• Teachers talk to me about my child’s learning.

Additionally, 98% of randomly selected students responded positively to the survey on “School Learning” with questions (6, 8 and 9) worthy of note. For example;

• I demonstrate pride in my learning.

• I try to do things in the classroom that are new and different.

• I look at work samples of my work over time to see how I have improved.

Of the “Quality of School Life” survey presented to randomly selected students across Years 2 to
Year 6, 98% of students responded positively to the questions presented.

**Professional learning**

All professional learning funds were spent in terms of audit requirements and linked to DET Priority Objectives, Teacher Assessment and Review Programs and our 2010 to 2012 Strategic Plan.

All staff undertook professional development in 2009. Money was spent in the areas of Syllabus Implementation and Quality Teaching.

Other teaching support staff utilised professional development days. These days were tied to our school targets.

Our school teaching staff also attended the Best Start training and updated the Anti Racism training and development.

**School development 2009 – 2011**

Our school’s strategic priorities for 2009 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 2010**

**Target 1**
To improve student performance in literacy with particular emphasis on a range of skills that develop spelling skills and language conventions

Strategies to achieve this target include:

- All teachers will have a deep understanding of assessment techniques and 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 focussing on the development of comprehension skills
- 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 spelling and language 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 focussing on number strand and working mathematically.

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.
- Students’ performance in year 5 NAPLAN will
- All teachers will participate in a review of Count Me In Too and Counting On numeracy programs ensuring designation of teaching time and whole school grouping strategies are in place.
- 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 Mathematics K-6 syllabus.

- All teachers will review current school scope and sequence in numeracy and implement new directions.
- All teachers will be given opportunities to participate in an analysis of quality teaching practices as a result of class mentoring.
- All staff will collaborate to develop a K-6 teaching resource in stages for Numeracy.

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 multiplication and division questions in the NAPLAN tests.
- More parents confident in assisting their children with homework and assignments.

**Target 3**

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

Strategies to improve this target include:

- Workshops developed by a private provider on Anti Bullying for all students.

- An updated Anti Bullying Policy to be developed by the school community.
- An Anti Bullying package of resources developed on Anti Bullying for all parents.

Our success will be measured by:

- School welfare policies that reflect the changing needs of the community and quality learning environment practices.
- Developing a policy that reflects increases in enrolments.
- Continued decrease in suspension figures over the next three years.

**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
Grayce Pryor  School Captain

**School contact information**

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Web: http://www.millersfor-p.schoolsnsw.edu.au
School Code: 2554

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: http://www.schools.nsw.edu.au/asr