Millers Forest Public School
Annual School Report
**Our school at a glance**

Millers Forest Public School is a welcoming and friendly school. We provide opportunities for every student to achieve their full potential, with an emphasis on high standards of learning and behaviour for all. Our school is committed to encouraging its students to participate in a balance of learning experiences, including cultural, physical and social.

We work in close partnership with parents and the wider community. We encourage parents to be active participants in our school’s activities and value their input in children’s education.

**Students**

Our enrolment at the end of 2012 was 29 students K-5 in two classes.

**Staff**

The teachers and staff at Millers Forest Public School are highly valued and professional. They work with parents and the wider community in partnership to provide a supportive and a challenging environment. All teaching staff meet the professional requirements for teaching in NSW public schools.

**Significant programs and initiatives**

The school was involved in, or conducted a number of programs to give students extra educational support and enhanced learning opportunities throughout 2012.

These included:

- L.3 – Language, Literacy and Learning
- Positive Behaviour for Learning (PBL)
- Best Start (Kindergarten)
- Maths Facts
- Whole School Speech Programs
- Drug Education Program
- Premier’s Sporting Challenge
- Guitar Tuition
- Dedicated music and art program

**Matthys Online**

**School Parliament**
Student achievement in 2012

The school continues to have a strong commitment to the improvement of literacy and numeracy for all students. Students in Years 3 and Year 5 participated in the nationwide National Assessment Program Literacy and Numeracy (NAPLAN).

The Literacy component of the program tested student competencies in Writing, Spelling, Grammar and Punctuation and Reading.

The Numeracy component of this program tested student competencies in Number, Patterns & Algebra, Measurement, Data, Space and Geometry.

Principal’s message

The Annual School Report is a snapshot of the school’s achievements, programs and activities for 2012.

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 contributions.

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.

It is an honour and a pleasure to be Principal of a school where students, staff, parents and caregivers work together to promote the values of Be Safe, Be a Learner, Be Respectful.

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 message

This year we raised money to pay for a new Sports Shed, learning aides for the students and an end of year whole school excursion.

We also had Mother’s and Father’s Day stalls as well as various special lunches for the students throughout the year.

Our major fund raising aim for next year is much needed playground equipment. I would like to take this opportunity to thank everyone who has helped out during the year and for your continuing support.

Julie Stephenson

P&C President

Student representative’s message

This year we had several fundraisers. These included an Out of Uniform Day and a major Toy Raffle.
Georgia Franks attended the Young Leaders Conference in Sydney to represent our school. Jeremy Humphreys read the pray at the local Beresfield Remembrance Day Service and many students attended the ANZAC Day Service at Beresfield.

The combined money we raised went to buy a large Digital Photo Frame for the front office. We all had an exciting time this year and look forward to next year when we are all inducted as School Captains.

Jeremy Humphreys, Tom Beckham, Georgia Franks, Mackenzie Baker and Travis Batty.

**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**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>18</td>
<td>21</td>
<td>22</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>16</td>
<td>17</td>
<td>13</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.0</td>
<td>92.7</td>
<td>91.9</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>88.0</td>
<td>92.1</td>
<td>93.7</td>
<td>89.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>90.8</td>
<td>84.9</td>
<td>93.8</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>87.8</td>
<td>91.5</td>
<td>90.2</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>98.4</td>
<td>85.6</td>
<td>91.6</td>
<td>84.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>82.1</td>
<td>97.3</td>
<td>90.9</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>85.8</td>
<td>93.4</td>
<td>94.2</td>
<td>97.2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>91.5</strong></td>
<td><strong>89.3</strong></td>
<td><strong>90.6</strong></td>
<td><strong>92.4</strong></td>
<td><strong>92.5</strong></td>
</tr>
</tbody>
</table>

**Management of non-attendance**

All school attendance is monitored by the Home School Liaison Officer and our Learning Support Team. Those students who indicate unsatisfactory attendance are monitored and contact made with parents to determine the reasons for their absenteeism.

Parents of students who are frequently absent, without a valid reason, are interviewed and Attendance Plans set in place. Our school has rewards in place for students who have outstanding attendance. These are awarded on a semester basis.

**Class sizes**

<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/1</td>
<td>K</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>2/6</td>
<td>2</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>2/6</td>
<td>3</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2/6</td>
<td>4</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>2/6</td>
<td>5</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

**Structure of classes**

As can be seen, there were no Year 6 students leaving at the end of 2012, which will assist in stabilising our numbers for 2013. With eight students in kindergarten next year our enrolment number of twenty nine should increase greatly. 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. We have no Aboriginal staff at Millers Forest Public School.

Staff retention

All permanent staff were retained in 2012. One temporary teacher was employed to replace a permanent teacher on long service leave for a short period.

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.

Date of financial summary: 30/11/2012

**Income**

- Balance brought forward: $75934.66
- Global funds: $56992.03
- Tied funds: $46261.79
- School & community sources: $10644.53
- Interest: $3310.85
- Trust receipts: $3019.80
- Canteen: $0.00

Total income: $196163.66

**Expenditure**

- Teaching & learning:
  - Key learning areas: $7597.39
  - Excursions: $2403.37
  - Extracurricular dissections: $2046.62
- Library: $1213.05
- Training & development: $3204.50
- Tied funds: $43180.13
- Casual relief teachers: $7786.01
- Administration & office: $25748.54
- School-operated canteen: $0.00
- Utilities: $7712.77
- Maintenance: $11713.77
- Trust accounts: $2955.80
- Capital programs: $10856.56

Total expenditure: $126418.51

Balance carried forward: $69745.15

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

- **School performance 2012**

Activities held during 2012 to engage the students and encourage further learning and enrichments were:

- Young Leaders Day Conference – Sydney
- Life Education
- Choir
- Recorder
- Guitar
- Harmony Day
- Doing Diversity Differently
• Merit Award Assemblies
• Easter Hat Parade
• Bookweek Celebrations
• Knockout Soccer Team
• NAIDOC Week
• Sorry Day Apology
• Education Week
• Zone Representations
• Clean up Australia Day
• National Tree Planting Day
• Opera House Recorder Group
• Talent Shows

Achievements

Arts

Our school has a strong commitment to creative and performing arts. These activities are important as they develop student’s self esteem, confidence and provide a well rounded school curriculum. Highlights of the 2012 program include:

Recorder

Students from year’s two to six learn to play the recorder with a dedicated music teacher. Our recorder group performed at Education Week activities, the end of year Presentation Night and at the Festival of Instrumental Music 2012 Combined Recorder Ensemble at the Opera House. All players received fantastic reviews from their peers, teachers and community members and should be very proud of their achievements.

Choir

In 2012, Millers Forest Public School Choir performed at numerous events and always represented the school with pride.

The choir performed at Presentation Night, Education Week celebrations and at school assemblies.

We are very lucky to have an extremely motivated and charismatic choir in 2012.

Guitar

All Millers Forest Public School students are given the opportunity to have weekly guitar lessons with our dedicated guitar teacher Paul Nickerson. Students from grades one to grade six can elect to learn to play the guitar. Students showcase their talents at various school functions including the End of Year Presentation Night.
**Sport**

Millers Forest Public School was well represented on the sporting field in 2012, with students participating in PSSA knockout competition for soccer.

All three major carnivals swimming, cross country and the small schools athletics carnival were held successfully, with Millers Forest Public School planning the small schools athletics carnivals for the second year. As a result we were able to send a relay team to the regional finals and many students to zone carnivals.

Congratulations to all our competitors who worked hard to achieve their personal best in their events.

**Other**

**TTT (Talent-Treasure-Time) Service Learning Project 2012**

Students from Year Five participated in the Triple T Service learning Project in terms three and four. The project developed by the students was to build a new car park for all. Students attended a training session at the Maitland Town Hall. In term four the students presented their project at a celebrations program at Tighes Hill TAFE.

This was a community based project where students had to gain community support and assistance to complete their project. Students were very proactive in completing their project. The staff, students, community and parents of Millers Forest were extremely proud of these young ambassadors.
Excursion
All students went on a major excursion to the Tocal Farm House. The purpose of this excursion was to consolidate a H.S.I.E. unit of work. Through this unit students gained a deeper understanding of colonial life in early Australia. Students were able to witness life in early Australia first hand and participate in some of the activities from daily life.

Academic
At the close of the 2012 school year, the annual Millers Forest Public School Presentation Night was held and celebrated the academic, leadership, citizenship and sporting achievements of the students.

Major award winners for 2012 were:
Kevin Mann Environmental Award: Natasha Honnery
Sportsperson Award: Tom Beckham
Citizenship Award : Tayisha Roche
Premier’s Sporting Challenge Award : Tom Beckham

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)

Reading – NAPLAN Year 3
Numeracy – NAPLAN Year 5

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Writing

Numeracy – NAPLAN Year 5
Progress in reading

Average progress in Reading between Year 3 and 5

Progress in numeracy

Average progress in Numeracy between Year 3 and 5

Significant programs and initiatives

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) continued to be an excellent program for students in 2012. The program’s success is based upon a school wide systems approach, encouraging positive behavior in all students.

With the school rules, Be Safe, Be a Learner, Be Respectful firmly entrenched in classrooms and the playground, focus shifted in 2012 to encompass other areas of the school, such as bus behaviour, assemblies and after school release. Staff have developed lessons that reflect and reinforce the school rules and outline for the students the correct behaviour expected in different areas of the school.
The following students achieved a gold medal at the end of year Presentation Night:

Tom Beckham
Phoebe Humphreys
Samantha King
Alex Johnson
Libby Radnidge
Tayisha Roche
Charlie Lidbury
Riley Franks
Ally Lee
Lani King
Tyrone Roche
Naomi Krake
Imogen Burgess
Evan Gillette
and Kiara Baker

Aboriginal education

The programs that support our Aboriginal students are designed to educate and inform all students about Aboriginal culture and history, including contemporary Aboriginal issues.

All Aboriginal students have Personalised Learning Plans (PLP’S) which are developed between the class teachers, parents and students. These include targets and goals for the school year in literacy and numeracy. The plans also identify a cultural goal to enhance students understanding and involvement in cultural activities with the school and wider community.

This year the Aboriginal students attended a Bush Tucker day for all the Gateway Learning Community students.
Staff also attended a culture Immersion Program run by the Gateway Learning Community hosted at Mindaribba Aboriginal Land Council. Over one hundred staff attended this wonderful training afternoon.

**Reconciliation Week**

Reconciliation Week was celebrated by all students entering the Schools Reconciliation Challenge. Students also dressed up in Aboriginal colours, with a special assembly and completed special artworks as part of specific units of work.

**Other programs**

**Multicultural education**

There were no enrolled students who received English as a Second Language support. Multicultural studies are incorporated across the stages into many aspects of the curriculum. These range from studies of another country, to learning about global citizenship, celebrations around the world or studying different religions or cultures.

This year a group of students from year’s two to five attended a workshop on Multicultural Issues.

**Progress on 2012 targets**

School improvement targets in 2012 focused on Literacy, Numeracy and Technology.

**Target 1**

To improve student learning and performance in literacy with particular emphasis on a range of skills that develop spelling proficiencies.

Students at Millers Forest Public School are given many opportunities to develop literacy skills within a meaningful context.

Our achievements include:

- 80% of Year 5 students performing well above the state average for reading in NAPLAN. With one student performing in the top NAPLAN band for reading.
- NAPLAN growth in reading rose from below state average to well above state average for Year 5 students.
- 85% of Year 3 students were above the spelling state average in NAPLAN.
- NAPLAN growth in spelling rose from below state average to above. With one student performing in the top NAPLAN band for spelling in Year 5.

Further progress can be achieved by increasing percentages in the top bands while decreasing the number of students below the state average.

**Target 2**

To improve student learning and performance in all aspects of numeracy.

The implementation of “Maths Online” program across the school, coupled with greater use of interactive technology in teaching programs saw targets rise only marginally.

Our achievements include:

- 15% of students were at state average in Years 3 and 5.
- NAPLAN growth in mathematics fell below state average in 85% of students in Years 3 and 5.

Further progress can be achieved by increasing the percentage of students in Years 3 and 5 above state average in all aspects of numeracy.

**Target 3**
To more effectively use ICT to support learning programs across all classes.

The use of interactive technology in teaching and learning programs has been strongly embraced by Millers Forest teachers.

- All classrooms including the library have interactive whiteboard technology installed;
- Survey data revealed staff are using ITC and interactive resources in more lessons across a broader scope of Key Learning Areas;
- We continue to engage a specialised Computer Coordinator Teacher to teacher ICT specific lesson once a week to all classes.
- Continued use of connected learning technologies to link our learners with students from other schools and to enhance learning engagement.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Literacy management and Reading.

Educational and Management Practice

Literacy Management

Literacy has been a major focus for 2012 with regards to programming and planning. During 2012 two staff members were trained in the first of a two year cycle in L.3. (Language, Literacy and Learning). Access to staff training and resource allocation can have a great impact on student learning. All staff were surveyed, asked to respond to statements and provided written feedback in order to inform about literacy management at Millers Forest Public School.

Findings and conclusions

- 98% of teachers surveyed agreed there was a consistent method of programming of literacy across the school;
- Staff meetings and regular and appropriate professional learning opportunities were provided to all staff;
- Allocation of support staff in classrooms during literacy and L.3 time was reported as a contributing factor to student success;
- 100% of teachers reported that the resources purchased to support literacy programs are relevant, motivating and enhance student learning and engagement in the classroom;
- Literacy time was scheduled for all classes at a specific time for the school day. All staff, including support staff have a clear understanding of the literacy expectations of the classrooms they work in;
- Professional L.3. training in all areas of literacy was delivered to two staff members. Professional learning was delivered during staff meetings in team teaching opportunities, demonstration lessons or after school learning sessions.

It can be concluded that the consistency provided for staff in the form of professional learning and programming has lead to improved learning outcomes for students. Teachers report student engagement is enhanced with access to new texts, a variety of L.3 teaching strategies employed and support in the form of a support learning officer in classrooms.

Future directions

- Continued implementation of L.3 during 2013;
- Professional learning for all teachers, including new teachers in the use and implementation of all literacy during 2013;
- Training and timetabling of support staff in classrooms to assist with literacy programs;
- Continued updating and purchasing of new resources to support the implementation of literacy in classrooms, as well as auditing and removal of old or irrelevant reading resources from the school.
Curriculum
Reading

Background

The 2012 Millers Forest Public School Situational Analysis identified the need for the English Key Learning Area be specifically developed to better cater for the needs of students in Reading, Writing, Spelling, Vocabulary and Comprehension. The primary focus will be on fundamentals of teaching and learning. A concerted effort in provision of consistency in programming across classes was to be undertaken. This was achieved through L.3. professional development, program review and data collection pro formas.

Findings and Conclusions

Professional learning in Language, Literacy and Learning along with support for class teachers in programming, assessment, mentoring and additional personnel has lifted the confidence and capabilities of teachers and the teaching of literacy. This has been measured in the following ways:

- Feedback from the staff literacy survey showed that 100% of teachers value the assessment routine evident in the school and use data to drive teaching programs.
- 100% of teachers’ valued designated professional learning time in staff meetings and Language, Literacy and Learning training to develop understandings of strategic programs and planning documents.
- Profiles developed for all students through electronic tracking profiles on the Literacy Continuum in Sentral.
- Regular review of programs showed that strategies and teaching ideas from Language, Literacy and Learning programs are embedded in literacy programs;
- Professional learning for all staff coupled with literacy meetings and development, as well as Consistent Teacher Judgment (CTJ) opportunities, to developing teachers’ deep understandings of literacy in all classrooms.
- Teachers have become more confident and competent with interpretation of data collected from class, grade and school cohorts, and can more effectively program for students needs. Programs have become more differentiated according to the strengths and areas for improvement identified by the data process and collection.
- It can be concluded that provision of intensive and targeted best practice professional learning via the L.3. program has improved the educational outcomes for Millers Forest Public School students in literacy. Staff have deeper understanding of data and programming processes, along with competency in specific literacy strategies, which are consistent and explicit part of the school’s quality systems.

Future Directions

- Continued support in professional learning for staff in L.3.;
- Enhancement and sustainability of current programs will be investigated by the Principal, with the aim to develop ways to ensure all staff are trained, and effective practices are embedded in programs;
- Continue to effectively use current resources in identified areas. This includes the use of Support Learning Officers and a school based Learning and Support Teacher to support student learning in classrooms;
- Systematic collection of data undertaken, that will show areas of strength and areas that need to be addressed.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school and their level of engagement with the school. The processes used to collect information for analysis included:

- Interview questions for the staff based on SchoolMap.
- Interviews with focus groups of students, parents and community members from questions based on SchoolMap.
- Student and parent surveys questions based on SchoolMap.
- SMART Active data analysis NAPLAN.
- Best Start and L.3 teacher feedback.

Their responses are presented below.

- 90% of respondents felt that information about the school’s programs and activities is regularly communicated to parents and community members and a variety of methods used (website, newsletters, P&C meetings and school sign);
- Parents, teachers and students agreed that the school provided class activities that are engaging for students;
- 95% agreed that student progress is clearly communicated to parents;
- 90% of students indicated that teachers convey and share ideas about their learning in a timely and professional manner.
- Most agreed that positive relationships are very evident between the school and the community;
- Written feedback from parents about the school’s successes include celebration of positive achievements for students, the open and welcoming manner of our teachers and office staff, coupled with high expectations of their students in learning.

Professional learning

Areas for focus in the School Management Plan for 2012 were Literacy, Numeracy and Integrated use of Technology. Some examples of the Professional learning that took place in 2012 include:

- Two teachers were trained in the L.3. program in 2012 and training will continue into 2013. Teachers completed phase one of the program, which was presented in a series of workshops. Support was given through mentoring, demonstration lessons and programming assistance. This program will continue for kindergarten and year one in 2013;
- All staff including a Support learning Officer and the Administrative Manager were trained in Restorative Justice at a combined Gateway Learning Management Group (L.M.G) staff development day held at Beresfield Bowling Club;
- One teacher and the year five students attended training at the Triple T forum at Maitland Town Hall. Students were taught how to develop a community/school project. The students chose to develop a new car park for the school and community members;
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

To improve student learning and performance in literacy with particular emphasis on a range of skills that develop spelling proficiencies.

**Outcome for 2012–2014**

- Staff teach programs which cater for different literacy styles across the new literacy curriculum.
- Continue to increased staff, student and parent understanding and awareness of the literacy requirements across the curriculum.
- Quality Teaching Framework is consistently implemented across all syllabuses to facilitate at or above minimum standards.
- 70% of Year Five students will achieve or exceed expected growth in the spelling aspects in the NAPLAN assessment.

**Strategies to achieve this outcome include:**

- New primary staff to be trained in the Focus on Reading Program, which will mean ongoing professional development throughout 2013;
- Phase two training of K/2 teacher in the L.3. program. This will include the support of a local tutor to mentor and support the K/2 teacher in the implementation, teaching and assessment of the L.3. program in the classroom;
- Continue to purchase quality literacy materials to support the implementation of Focus on Reading and L.3. into all classrooms,
including resource material for teachers specifically to support the phase two of these quality programs above;

• The continuation of the Best Start Program with specific aims to target student learning according to Learning Plans and tracking of students throughout the year via classroom assessments and pre-and post-testing students kindergarten and year one on the Best Start materials.

• Continue to track all students on the literacy and numeracy continuums to inform teaching and learning programs.

Strategies to achieve these targets include:

• Evidence of a variety of tasks and activities in teaching and learning programs to develop in students the skills and strategies needed to effectively spell all high frequency words;

• An increase of three percent of students in higher bands for spelling;

• Stage one teacher continues to be trained in L.3 and using these strategies to improve outcomes for all students.

School priority 2

To improve student learning and performance in all aspects of numeracy

2013 Targets to achieve this outcome include:

• Analysis of the NAPLAN results to identify the strengths and weaknesses in numeracy;

• Ensure pre-and post tests for each outcome taught, including the use of mathematical language is regularly identified and used in the classroom to target identified student needs;

• Continued purchasing of quality resources to support teaching and learning programs and to assist student understandings of mathematical concepts;

• Teachers tracking student progress and targeting and catering for students showing higher levels of understanding. Teachers will have high expectations of all students.

• An increase of three percent of students accurately answering the one and two step mathematical problems in NAPLAN;

• Teachers continue to implement a greater range of effective teaching and learning activities for all students in numeracy;

• An active increase in the participation of students in technology based programs such as Maths Online;

• Learning and Support Teacher to target areas of need and work with teachers and students to improve or lift outcomes where appropriate.

School priority 3

To more effectively use Technology to support learning programs across all classes.

2013 Targets to achieve this outcome include:

• Developing units of work that reflect aspects of technology framework scaffolding. Staff up skilled by the Computer Coordinator;

• Continued provision of a dedicated Computer Coordinator to enhance and drive technology teaching and learning, coupled with connected learning outcomes;

Strategies to achieve these targets include:

• A variety of units available for teachers to use in the classroom that are engaging to students and include elements such as higher order thinking, deep understanding, high expectations and substantive communications;

• An increase in on-task behavior is evident in the classrooms due to specific teaching and learning from the teachers and Computer Coordinator;

• A majority of students achieving success on given technology assessment tasks;

• Monitor and track student engagement levels where all technology learning is required.

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
Julie Stephenson – P&C President

School contact information
Millers Forest Public School
127 Martins Wharf Rd, Millers Forest
Ph: 49872520
Fax: 49874265
Email: millersfor-p.schools.nsw.edu.au
Web:
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: