School context
At Millers Forest Public School we provide opportunities for every student to achieve their full potential, with an emphasis on achieving your personal best. Our school is committed to encouraging its students to participate in a balance of learning experiences, including cultural, physical and social. The teaching staff works very hard to provide a wide variety of opportunities in and out of the classroom to enhance learning outcomes.

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.

Principal’s message
The Annual School Report is a snapshot of the school’s achievements, programs and activities for 2013.

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. 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.

In 2014 our K/2 teacher Mrs Tracey Legge accepted a Service Transfer to Thornton Public School. Mrs Legge has been an outstanding teacher and leader over the past five years. We here at Millers Forest Public school wish Mrs Legge the best for the future and in her professional life.

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 has been a very busy and productive year for the P&C. Some amazing things have happened and we are extremely proud. This year we have been focusing on raising money to purchase new playground equipment. By raising funds we can help the teaching staff support our children and hopefully provide a few of the extras needed at school. The P&C also strives hard to create an element of fun at school for special events. This year we assisted with P.B.L. days, out of uniform days, the National Day for Daniel, N.A.I.D.O.C. day and Halloween. We also have annual Mother’s and Father’s day stalls and held a special breakfast for dads, uncles and granddads to come and share with their children.

Raising money for the new playground has taken a huge amount of effort from every family here at school. Families have helped raise funds by selling raffle tickets for Newcastle Knights tickets, the Country Fair holiday raffle and our Presentation Night raffle. We have also had your support in selling chocolates in the Cadbury
Chocolate Fundraiser and Hot Cross Bun drive. We also enjoyed a fun night at McDonald’s.

A new fund raiser this year was selling flowers with the Rotary Clubs and we received a well-deserved donation. The P&C wrote to local businesses to ask for $100.00 donation towards the playground equipment project.

The biggest connection formed from this was with the Kiwanis Club of East Maitland.

The school, P&C and Kiwanis Club applied for a Community Building Partnerships grant and we were successful. Also Baiada donated $5,000.00 towards our playground equipment project.

Masters donated and erected a new fort for our school. This is now named Fort Cooinda meaning “happy place”. We would like to thank Masters for this most generous donation.

This year the P&C held a Country Fair at the school. The P&C would like to thank Melissa Lidbury and all parent volunteers who helped make this Country Fair such a success. The P&C would like to thank the Beresfield Men’s Shed who built a new stage for the school this year.

The P&C would like to wish all year six the best of luck at High school next year. Our P&C could not function without a supporting Principal and for this we are very grateful. We wish Tracey Legge and Victoria Dillon all the very best for their continuing careers.

We work hard to make this the best possible place for our children’s education. If we all continue to work together we can achieve great things. On behalf of the P&C.

Julie Stephenson

P&C President

Student representative’s message

This year 2013 has been a busy one for the students at Millers Forest Public School. Our school has been involved in the Small Schools Swimming and Athletics Carnivals. We also had students who represented our school at the Zone, Cross Country and Regional Athletics as well.

The Millers Forest soccer team had great success making it into the third round of the knockout soccer competition. Year six also competed in the Transitional Equity Debating competition for the first time.

A highlight of the year for the primary class was travelling with Miss Compton to Canberra in term three. The infants’ class enjoyed an excursion to the Reptile Park.

Being school captains has been a privilege for us all and given us the opportunity to develop qualities of responsible leadership. We have enjoyed representing the school at the Young Leaders Conference in Sydney, A.N.Z.A.C. and Remembrance services and also at all local and school ceremonies.

Our yearly fundraising efforts this year have enabled us to purchase a new clock for the school.

School Captains for 2013 Tom Beckham, Andrew Bourke, Travis Batty, Jeremy Humphreys, Mackenzie Baker and Georgia Franks.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
Student enrolment profile
The number of enrolments for 2013 continued the trend of recent years.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>K</td>
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<td>88.0</td>
<td>92.1</td>
<td>93.7</td>
<td>89.0</td>
<td>90.6</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>86.9</td>
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</tr>
<tr>
<td>3</td>
<td>87.8</td>
<td>91.5</td>
<td>90.2</td>
<td>92.6</td>
<td>91.3</td>
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<tr>
<td>4</td>
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<td>85.6</td>
<td>91.6</td>
<td>84.2</td>
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<tr>
<td>6</td>
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<td>93.4</td>
<td>94.2</td>
<td>97.2</td>
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<td>90.6</td>
<td>92.4</td>
<td>92.5</td>
<td>90.1</td>
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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.

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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</tr>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce. We have no Aboriginal staff at Millers Forest Public School.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</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>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>2305.65</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>117836.91</td>
</tr>
</tbody>
</table>

| Balance carried forward       | 101003.18  |

A full copy of the school’s 2013 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 2013

Activities held during 2013 to engage the students and encourage further learning and enrichment 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
- ZoneRepresentations
- 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 2013 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 2013 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 2013, 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 were very lucky to have an extremely motivated and charismatic choir in 2013.
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 2013, with students participating in the 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 Carnival for the third and final 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.

Tom Beckham was fortunate to make it to the Zone Soccer trials in first semester. Tom was also chosen in the representative team of the Hunter Valley Soccer for the State championship which was played at Coffs Harbour in June.

Five students went through to the Zone track and field events our largest team ever to represent the school.

Millers Forest Public School partly funded all students to participate in the Premier’s Tennis Sporting challenge in 2013. This program ran over a ten week period and the school was given $1500.00 worth of tennis equipment to extend the student’s skills learnt.

Our school also participated in a Sports Gala Day held at Maitland Park in term four. A wide variety of sports were catered for with professional coaches and sports personalities. The students gained valuable skills and experienced some sports they might never have considered. This was held for the local small schools within this area.

Other
Canberra Excursion
During term two our primary students combined with Lochinvar and Jerry’s Plains Public Schools on an excursion to Canberra. Students studied a unit on Democracy in term one which provided
knowledge regarding all aspects of the capital city and workings of Federal Government.


Some wonderful experiences and memories were made by all students.

Academic achievements

At the close of the 2013 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 2013 were:

Kevin Mann Environmental Award: Lauchlan Davis

Sportsperson Award: Tom Beckham

Citizenship Award: Phoebe Humphreys

Premier’s Sporting Challenge Award:

Andrew Bourke

Dux Award: Jeremy Humphreys

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.

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
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 2013.

These included:

- L.3 – Language, Literacy and Learning
- Positive Behaviour for Learning (PBL)
- Best Start (Kindergarten)
- The continuation of improvements to the delivery of literacy and numeracy to cater for individual students
- Participating in the Transitional Equity Debating Competition
- Drug Education Program
- Premier’s Sporting Challenge
- Guitar Tuition
- Dedicated music and art program
- Math’s Online
- School Parliament
- Developing a closer working relationship as the Gateway Learning Community
- Knockout Soccer Competition participation to round three.

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 Gateway Learning Community Cultural Day at the Noel Unicomb Community Hall. Activities included dance, art, traditional games, film making and yarn up.

To celebrate N.A.I.D.O.C. Week 2013 we secured a grant for $1,500.00. We combined with the Woodberry Learning Centre for traditional Aboriginal dance, a visit from the Mobile Taronga Park Zoo showing native animals of Australia, painted our Bush Tucker garden and had a traditional lunch.

All students and staff attended a formal ceremony at Woodberry Public School to mark Sorry Day. Two Aboriginal students from our school combined with other students from The Gateway Learning Community and lit a candle. Students enjoyed a talk on National Sorry Day by Andrew Smith and listened to some traditional Aboriginal music.

Other

Peer Support Program

Our successful Peer Support Program was used again in 2013 and will be extended and reviewed for 2014. This program reinforces our Positive Behaviour for Learning (PBL) focus in the school.
Positive Behaviour for Learning

2013 saw the successful continuation of the (PBL) program. The proactive approach to behaviour highlighted our values of Be Safe, Be a Learner and Be Respectful.

Results from this program continue to drive the positive culture of our school including a 33% decrease in playground referrals and a 50% decrease in our suspension rate. Negative classroom incidents have decreased by 25% which has supported improvements in student learning outcomes.

One staff member attended the Tier Two training component of the (PBL) program. This was then delivered to staff members as a series of presentations in staff meetings.

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 the whole school participated in a variety of learning activities to celebrate Harmony Day in March. The students made bunting flags to show connection. They dressed in rainbow colours and tasted food from different cultures.

Transitional Equity Funding

Millers Forest Public School was delighted to be included in the Transitional Equity Funding program in 2013 receiving $12400 in funding with 0.1 (half a day a week) staffing allocation. This was to support the learning outcomes for students. The focus was to increase quality teaching across the school and has continued to demonstrate success through key strategies implemented throughout the year as outlined below.

- Developing quality assessment tasks to monitor student progress.
- Planning and professional cooperative dialogue.
- Observation of teaching strategies and embedding quality teaching practices across all curriculum areas.
- Examining data to identify areas of focus and on-going assessment areas.
- Individual one on one support provided on a weekly basis in literacy and numeracy.
Transitional Equity Debating

2013 was our first year of participating in the Transitional Equity Debating competition for small schools. Even though we were knocked out in the first round, this was an extremely valuable learning experience for the six grade students.

The Gateway Learning Community

Our Local Management Group The Gateway Learning Community worked extremely hard on targeted initiatives during 2013 to enable and forge strong partnerships between the schools, all staff from Francis Greenway and its primary partner schools. We jointly attended professional learning in Stronger Smarter at Woodberry Public School and our G.L.C. English Committee ran staff meetings and staff development days across all stages during 2013 to ensure a deep understanding of the new National English syllabus.

In term three Aboriginal students from across the G.L.C. participated in a second annual Aboriginal Cultural Day at the Noel Unicomb Community Hall.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. During 2013 our school carried out evaluation of the key learning area Personal Development, Health and Physical Education as well as the management area.

Personal Education/Health and Physical Education

Background

The staff at Millers Forest Public School have initiated programs in this key learning area over the past few years. These programs include Life Education Programs, child protection programs, safety programs, dance programs, rugby league programs, dental learning, sexuality for teens program (year six only), tennis programs, gala days and expanding into knockout competitions in soccer.

Our school works closely with the P&C in promoting a healthy lifestyle including Crunch and Sip and free fruit for fruit break provided by Baiada.

Findings and Conclusions

Parents were surveyed with only 16 families replying. All staff and students in years 3, 4, 5 and 6 replied to the survey.

The parent survey results indicate:

- PD/H/PE is a very important component of the school curriculum and students are developing a very good understanding of personal health and safety issues.
- The school promotes healthy living through its programs.
- The school is extremely well resourced in all aspects of equipment.
- Parents feel no need for parent information sessions regarding this area.

Staff survey results indicate:

- All have a very strong commitment to teaching PD/H/PE as a key learning area.
• All staff strongly support current practices and programs across this area.

• Staff feel that students are given ample opportunities to be involved in teams which compete against other schools.

• Staff agree that the school is very well resourced and that “paid” programs are a vital component of this key learning area.

Student results indicate:

• All students understand that PD/H/PE is a major component of the curriculum.

• 98% of students said they felt they were developing an understanding of their relationships with others as well as sporting skills and knowledge about a healthy safe life style.

• All students agreed that the Premier’s Tennis Challenge was extremely worthwhile.

Future Directions

The results of the survey indicate a high level of support for current practices. Areas for implementation from the surveys are as follows:

• Current programs to be maintained, especially rotation of specialist coaches and trainers in a range of sports

• Student input into decisions relating to sport with the sports coordinator.

School Planning

Background

The planning processes at Millers Forest Public School are strong and built on team work. The P&C, students and staff have an active role to play in determining the planning processes. Our processes enable the achievement of collaborative school’s purposes to develop.

Findings and conclusions

A random cross section of parents, staff and students were surveyed.

Parental survey results indicate:

• 95% of parents agreed that the school plan reflects the needs of all students and understood that the main purpose of school targets was to improve student learning outcomes.

Staff survey results indicate:

• 100% of staff are of the belief that planning processes were collaborative and inclusive while being responsive to emerging needs of all students.

Student results indicate:

• 33% had no knowledge of school plans. 66% agreed that school plans were written to improve student learning and make changes to improve the school.

Future Directions

Continuing present processes which are successful is essential for future success. The role of the P&C is stable and all members are kept informed of school directions and plans.

The results indicate that students need to play a greater role in the development of the school plan in the future.

Parent, student and teacher satisfaction

In 2013 the school sought the opinions of the above cohort about the school. These are the responses:

• 85% of the parents strongly agreed that Millers Forest Public School was an attractive and well-resourced school. 98% of parents agree it was a happy and safe place. 90% of parents felt the school welcomes parental involvement and is friendly and accepting of others.

• All staff members agree that the school involves staff and parents in planning while being responsive to changing needs. All staff agreed that the school plan developed targets to improve student performance.

• 100% of students agreed that Millers Forest Public School was an attractive, well-resourced school that provides a wide range of extra-curricula activities that interested students. All students agreed the main focus of teaching was literacy and numeracy.
School planning 2012—2014: progress in 2013

School priority 1

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

Outcomes from 2012–2014

- Staff teach programs which cater for different literacy styles across the new literacy curriculum.
- Continue to increase 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.

Evidence of progress towards outcomes in 2013:

- All teachers demonstrate increasing familiarity, confidence and skill development with the new English syllabus through addressing outcomes and objectives in Teaching/Learning programs.
- Teachers implementing a variety of teaching strategies and embedding teaching for all learning styles in Teaching/Learning programs to enhance student outcomes.
- Students demonstrating enhanced skill development in reading, writing and spelling.
- Teachers demonstrating application of the NSW Quality Teaching Framework in Teaching/Learning programs across all Key Learning Areas and in daily classroom practice.
- Through the Best Start initiative teachers using the Literacy Continuum to plot the progress of students and plan future learning.
- Implementation of the Reading Eggs Program K-6 to further develop Literacy skills.

Strategies to achieve these outcomes in 2014

- Continue to plot students on the Literacy Continuum K-6 to monitor student achievement.
- Staff professional learning will focus on developing spelling proficiencies, guided reading and writing skills and using the Literacy continuum to track and monitor student progress.
- Engage a Reading Recovery teacher or similar one day per week to target students in need of additional support.
- An increasing emphasis on the teaching of literacy as a whole across K-6.
- Staff will continue to build on and use best practice knowledge from the Australian English Curriculum.

School priority 2

To improve student engagement in all aspects of numeracy.

Outcomes from 2012–2014

- Analysis of the NAPLAN results to identify the strengths and weaknesses in numeracy.
- Ensure pre and post tests for each outcome taught, ensuring 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.

Evidence of progress towards outcomes in 2013:

- Quality K-6 Teaching/Learning programs that demonstrate a range and depth of Numeracy learning experiences responding to needs, strengths and weaknesses, as identified in the analysis of Best Start, NAPLAN and other assessments.

- Explicit teaching of Numeracy concepts and strategies and ongoing assessment to collect and analyse data to inform the Teaching /Learning cycle, evident in all teaching programs.

- Students demonstrating increasing understanding and improved strategy and skill development in Numeracy.

- Students’ progress plotted on the Numeracy continuum to ensure monitoring of students progressing at their individual rates.

Strategies to achieve these outcomes in 2014:

- Staff will continue to use the Numeracy Continuum K-6 and the data collected will be used to inform programs and groupings of students.

- Increased focus on targeted intervention strategies K-6 using the LAST expertise.

- Increased staff focus on the teaching of the Number strand.

- Staff will build an awareness and knowledge of the Australian Mathematics Curriculum.

School priority 3

To more effectively integrate our use of IT within classroom practice and the use of school-wide technology.

Outcomes from 2012–2014

- 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.

Evidence of progress towards outcomes in 2013:

- Teachers embedding technology across Key Learning Areas to enhance student learning experiences and outcomes.

- Teachers working with the computer teacher to improve their skills and capacity to implement technology for meaningful purposes.

- Students engaged in using technology for meaningful tasks to complement learning in a variety of Key Learning Areas.
Strategies to achieve these outcomes in 2014:

- Every classroom and teaching program will demonstrate the use of Information Computer Technologies.
- Continue to employ a dedicated Computer teacher one day per week.
- Homework will reflect class learning in technology and provide opportunities for differing learning styles.
- Parents, students and staff will play active roles in the planning processes of technology for the school.
- A focus on teacher use of technologies including increased use of video conferencing for both classes.

Professional learning

Areas for focus in the School Management Plan for 2013 were Literacy, Numeracy and Integrated use of Technology. Staff also attended weekly staff meetings which focused on areas from the school plan or to cater for mandatory training. Some examples of the Professional learning that took place in 2013 include:

- One teacher continued her second year of training in the (L.3.) program. Continuing support was given through mentoring, demonstration lessons and programming assistance.
- A member of staff attended the Tier Two training for (P.B.L.) to further implement on-going programs within this area of student well-being.
- The Principal represented our school at a Gateway Learning Community initiative held at Woodberry Public School. All schools were represented by the Principal, executive and some staff members. This was the Stronger Smarter training.
- All staff completed their Resuscitation and Asthma training during the year.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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