

MILLNER PRIMARY SCHOOL

Annual Performance Report to the School Community

2015



School Overview

Our School

Millner Primary School is a highly-multicultural urban primary school of approximately 190 students from preschool to Year 6, characterised by a diverse population. We have a high Aboriginal and Torres Strait Islander cohort (approximately 40%) coming from the local area, two town camp communities and some students from remote communities. We have a growing and significant population (approximately 70%) of students who speak English as a Second Language or Dialect with new arrivals from South Asia as well as less recent arrivals from the rest of Asia, with the most significant proportion coming from the Philippines. There are approximately 40 different language / dialect backgrounds in our student population. The school has a strong history of working closely with the broader school community, including partner organisations. We place a high value on diversity – viewing the multicultural make-up of our student cohort as a significant strength as well as believing in the importance of a broad educational experience for students at our school. We believe that working with families optimises student opportunities. The school recognises the importance of student wellbeing and supports initiatives and programs which enhance this focus. Millner School has a long-term goal of growing enrolments and continues to implement specific programs and frameworks – including Visible Learning, KidsMatter and NZ Maths – that are grounded in educational research and reflect our school needs and aspirations.

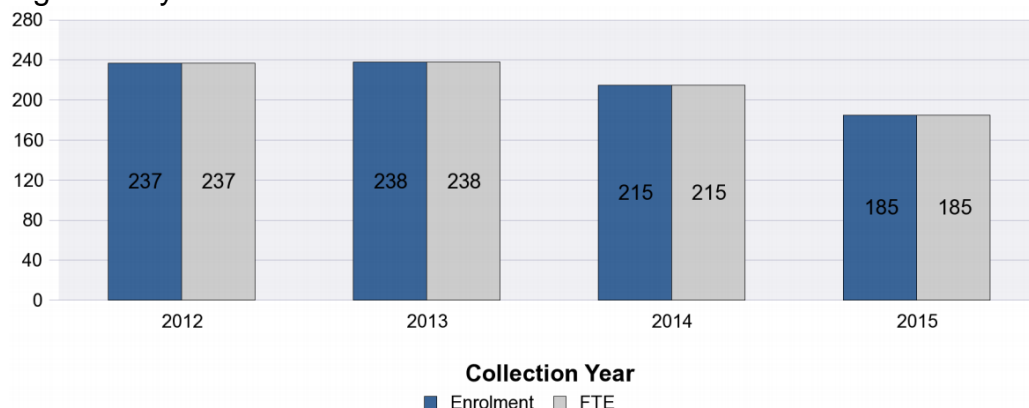
Our Staff

For the majority of the year, the school had approximately 11 Classroom Teachers, 1 Senior Teacher, 6 AO staff [ranging AO2 – AO5], 1 Maintenance Officer, 1 School Council-funded Wellbeing Officer and 1 The Smith Family-funded Trainee. In term one, the school also had an Assistant Principal position.

Our teaching staff were predominantly female, with two being male. Among both our teaching and AO staff, we had a relatively high rate of permanency, with only a small number of staff being on Fixed Period employment. Just two of our teachers were under 30 years of age and three were under 35. The strong majority of our teachers were at the top of the pay scale – we had a very experienced teaching staff and not many who represented younger age groups.

Our Students

Over the course of the last two years, the number of students enrolled at the school has dropped significantly:



This is a problem as fast falls in student numbers also mean fast falls in funding. Our challenge is to halt this downward trend and look to start reversing it, so we can start growing our enrolments, improving our level of funding and, subsequently, our capacity to offer a broad-ranging and quality educational program for all students.

We have a relatively high number of preschool students, given the small size of our overall enrolment figure. This means that we have not been ‘retaining’ enough of our pre-schoolers into the Transition year level at ‘big school’ – instead, too many of our pre-schoolers tend to go to other primary schools once they reach Transition. Pleasingly, some good progress was made with this in 2015-2016, with an increase in retention of over 20% from the previous year, as well as the best retention results from the last four years [as far back as we had reliable data for].

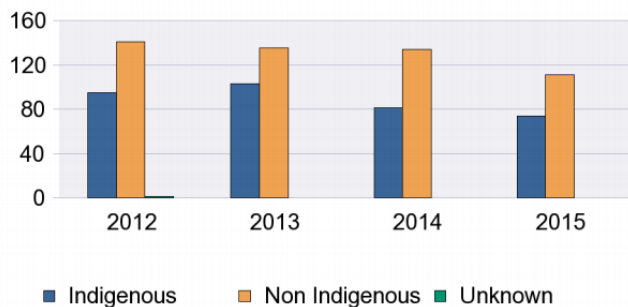
2015

| | <=3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|------------|-----|----|----|----|----|----|----|----|----|----|-------|
| Preschool | 2 | 34 | 3 | | | | | | | | 39 |
| Transition | | 1 | 14 | 3 | | | | | | | 18 |
| Year 1 | | | 1 | 20 | 6 | | | | | | 27 |
| Year 2 | | | | 1 | 12 | 3 | | | | | 16 |
| Year 3 | | | | | 1 | 16 | 3 | 1 | | | 21 |
| Year 4 | | | | | | | 23 | 5 | | | 28 |
| Year 5 | | | | | | | | 13 | 1 | | 14 |
| Year 6 | | | | | | | | 2 | 17 | 3 | 22 |
| Total | 2 | 35 | 18 | 24 | 19 | 19 | 26 | 21 | 18 | 3 | 185 |

| 2012 pre-schoolers into 2013 Transition | | 2013 pre-schoolers into 2014 Transition | | 2014 pre-schoolers into 2015 Transition | | 2015 pre-schoolers into 2016 Transition | |
|---|----------|---|----------|---|----------|---|----------|
| Retained at Millner PS | Departed | Retained at Millner PS | Departed | Retained at Millner PS | Departed | Retained at Millner PS | Departed |
| 19 [56%] | 15 [44%] | 21 [57%] | 16 [43%] | 11 [44%] | 14 [56%] | 24 [65%] | 13 [35%] |

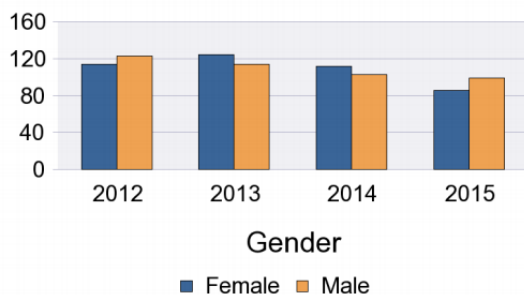
A breakdown of our cohort's Indigeneity and gender:

Indigenous Summary



| Indigenous Status | 2012 | 2013 | 2014 | 2015 |
|------------------------|------|------|------|------|
| Aboriginal | 63 | 77 | 63 | 62 |
| Aboriginal & TSI | 28 | 22 | 13 | 10 |
| Non Indigenous | 141 | 135 | 134 | 111 |
| Not Stated | 1 | | | |
| Torres Strait Islander | 4 | 4 | 5 | 2 |

Gender



| Gender | 2012 | 2013 | 2014 | 2015 |
|--------|------|------|------|------|
| Female | 114 | 124 | 112 | 86 |
| Male | 123 | 114 | 103 | 99 |

Principal's Report

Dear parents, carers and school community,

What a terrific year we had at Millner Primary School in 2015, a year filled with learning, activity and fun that students and their teachers had. Beyond the classroom, we had some big school-community events that gave us opportunity to have parents and teachers interacting with each other, the various cultural backgrounds of our students being shared and celebrated, as well as to generally come together and connect as a broad community of Millner Primary School. Such events included a Harmony Day celebration in term one, the school sports day in term two, as well as the 'International Food Fair and Film Night' in term three. These sorts of events take a lot of time and effort of staff members and volunteering parents to prepare, organise and carry out – I sincerely thank all those who contributed to these sorts of events, as they are vitally important as vehicles for us to celebrate the school's many strengths and achievements, as well as to build relationships and strengthen our school community.

On the topic of the school's strengths, as someone who came in as a new staff member in 2015, I was struck by three things, in particular:

- The sheer *diversity* of the school – there is upwards of 30 nationalities represented by our student cohort, which is no mean feat given the relatively small [under 200] nature of our student body. This multiculturalism is a clear strength of our school and one that is worth fostering – the world that our students will be moving into as adults is only becoming more multicultural and diverse, so the skills and experience that our students are developing every day in relation to working, playing and interacting with people that are different to themselves, places them in good stead for their future.
- The high level of *experience, knowledge and skill of the school's teachers* – Millner PS is very fortunate to have a very experienced and passionate team of teachers. Teaching is such a highly-complex field, so having teachers that have many years of practise and development behind them, as well as the continual willingness to learn and grow different areas of their practice, is a rare and enviable state for a school to be in.
- The *welcoming, caring and inclusive environment* that exists at the school – a high priority is placed upon the wellbeing of all members of the school community. Students are cared for and known as individuals wherever they go through the school, whilst staff are also always on the lookout for each other. This makes for a school that is an emotionally-safe and happy environment for students and for teachers, ensuring that all can perform at their best.

In 2015, the school had several improvement goals, but three were especially prominent: the implementation of '*Visible Learning*' – a way of working for teachers that aims to deliberately and systematically improve our own practice and the learning of students; the deliberate and overt implementation of *KidsMatter* – an overarching framework for developing positive mental health and wellbeing throughout the school community; *growing*

our enrolments and attendance – our school went through a period of about 18 months where it was ‘shrinking, so there is lots of capacity to grow our school community and position ourselves to be able to offer broader educational experiences for our students.

As with any year in a school, there were some comings and goings of staff as the year progressed. Alan Hodgkin came to the school for term one as Assistant Principal and then Acting Principal. Judy Miller also worked for the school in term one as a classroom teacher. Both of these two staff members moved on at the end of term one. Jess Chapman worked as a classroom teacher through the first semester, departing at the end of term two. Tom Harold departed at the end of term three, after serving the school as a teacher and ICT Co-ordinator. Marg Moon went on long leave at the end of term three, which has continued on into 2016. We thank all of these staff members for their service to our school. Wendy Fanning returned from leave in the second semester of the school year, whilst I was fortunate enough to join Millner PS from the beginning of term two, acting for the remainder of the year for Michael Jones whilst he was on leave.

Thank-you for being a part of our fantastic school community in 2015 – we look forward to 2016 being even bigger and better than this year has been for our wonderful school!

Teaching and Learning

Our two key Goals in the area of Teaching and Learning were to ***commence the implementation of Visible Learning***, as well as ***improved use of technology across all curriculum areas***.

Visible Learning – progress towards targets / milestones identified in 2015 Annual Operational Plan:

- *The school has a VL Impact Coach*

Korin Lesh was identified late in term one as the school's Visible Learning 'Impact Coach', a role that she performed throughout the remainder of the year. This role saw Korin provided with a small amount of extra non-teaching time, in order to work with the principal to plan and drive the implementation of Visible Learning through the school.

- *The school has a VL Team – 'Guiding Coalition'*

A 'Guiding Coalition' was established to plan and guide the school's actions with regard to Visible Learning over the course of the year. This team was made up of Korin Lesh [Impact Coach], Nathan Dutch, Karen Piening, Warwick Peter-Budge and – later in the year – Giulia Elliott-Hall. The team met fortnightly, usually with the leadership team, to plan and guide the implementation of Visible Learning activity throughout the school.

- *The school has a VL Action Plan.*

The Impact Coach and the principal developed an 'Action Plan' for the implementation of Visible Learning in 2015, which focused upon the 'Effective Feedback' strand of the framework. The plan included the identification of baseline evidence statements, an articulation of an aspiration statement, identification of the knowledge and practices that needed to be developed in order for us to be successful, as well as the setting of targets that would serve to guide our work and determine relative progress.

- *All teachers are implementing VL in a consistent manner.*

At the end of 2015, there is still room for improvement in this area. Consistency of practice from classroom to classroom is a challenge in any school and achieving this with Visible Learning is no different. Certainly, the consistency of teacher practices regarding Visible Learning did improve over the course of the year – in particular, all teachers were using feedback strategies in one form or another and most teachers were using Learning Intentions and Success Criteria to provide clarity for students about what they were learning and what they needed to do to perform well with their work.

- *Staff are accessing regular Professional Learning regarding VL.*

From term two onwards, staff accessed significant levels of Professional Learning regarding Visible Learning. Several school-based Professional Learning sessions were held that focused upon feedback, as well as others that focused upon 'The Visible Learner' and the key 'mindframes' that have come out of the Visible Learning research. Several teachers took up opportunities to have feedback strategies modelled for them in-situ by the principal. Several teachers attended externally-held Professional Learning sessions regarding Visible Learning. The Impact Coach,

Korin Lesh, participated in an inter-school Impact Coach 'network', enabling her to collaborate with colleagues in other schools and gain insights as to how other contexts had commenced their respective Visible Learning journeys.

- *There is consistency of language regarding VL across the school.*

As with the consistency of teacher practice, there is certainly still room to improve in this area, but it is one where there was definite growth over the course of the year. There was a focus on communicating regularly and overtly about what we were focusing upon with Visible Learning [and, indeed, more broadly in terms of our school goals], what we were doing to try to achieve what we were aiming for, as well as how well we were going. The main strategies that we adopted to help us build this consistency of language and understanding were to use the physical space of the staffroom be overtly 'visible' about our work, as well as to build in Visible Learning work into our staff meetings and Professional Learning activity.

- Improved results in second Capability Assessment, compared with initial Assessment.

This was achieved quite comprehensively:

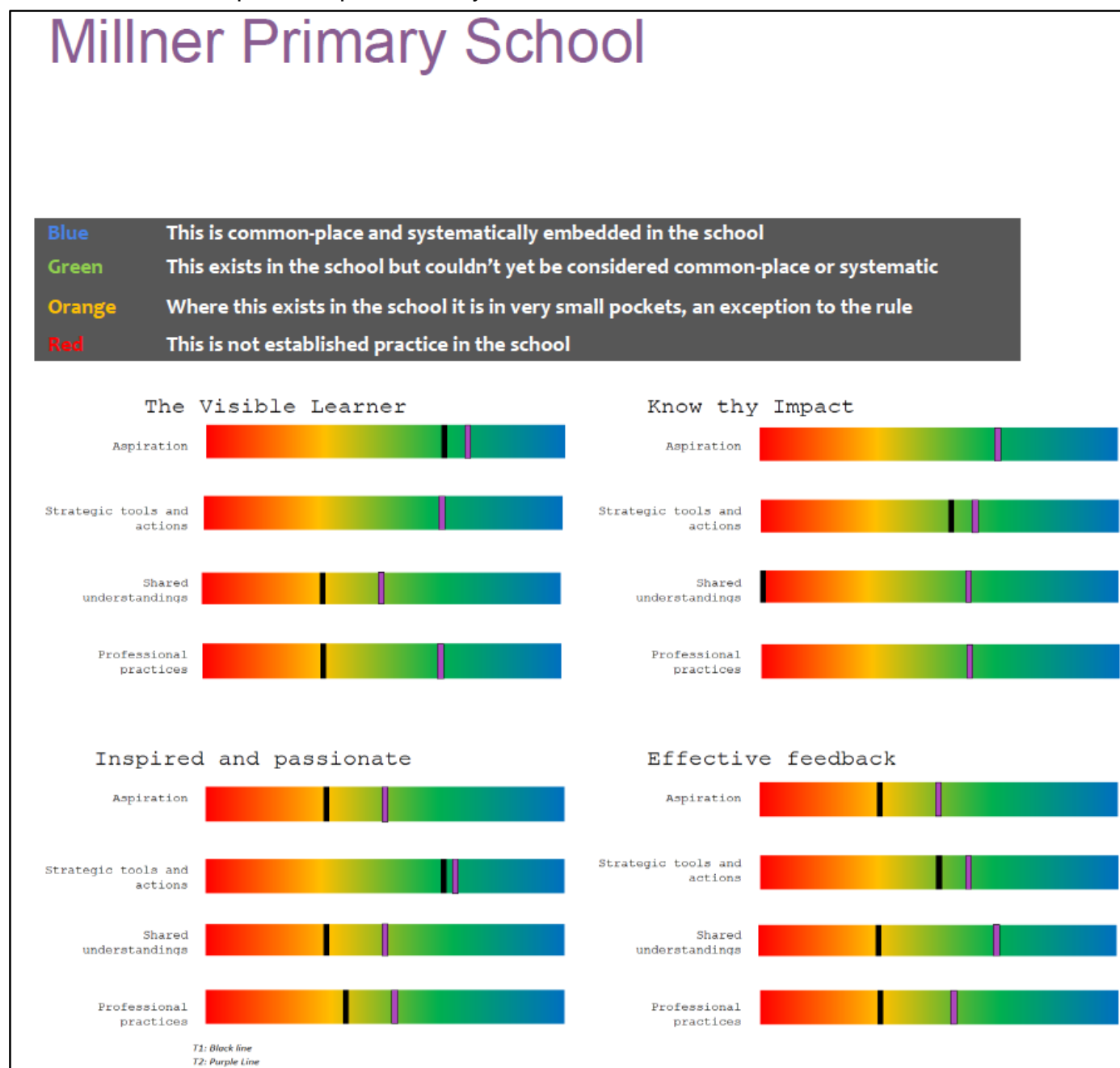


Figure 1: The black line represents the assessment carried out in September 2014, whilst the purple line represents the most recent assessment carried out in September 2015.

- Student learning is more 'visible' – increased displays of student learning data and work examples around school.

Did not end up being a significant focus of our work regarding Visible Learning last year, largely due to the initial focus that we chose – Effective Feedback – which wasn't as reliant on 'visuals' as, say, The Visible Learner strand is.

- *Students more able to articulate where they are at with their learning and where they are headed [goals].*

As with the above point, our big focus last year ended up being improving our use of feedback, whereas students being able to talk about their learning and what they need to learn next becomes more prominent in The Visible Learner strand, particularly.

- *Increased and more deliberate collaboration in classrooms.*

Again, this point probably speaks more to what is important in The Visible Learner strand, due the significance of students being able to work positively in collaboration with their peers, utilising their fellow classmates as 'learning resources'. However, some classrooms took steps in this direction by experimenting with peer feedback strategies, where students were taught to give and receive feedback from their peers, in order to identify what they needed to do to improve their work further.

Use of technology – progress towards targets / milestones identified in 2015 Annual Operational Plan:

- *Students can use multiple devices to help achieve educational outcomes.*

Year 5/6 students had very good access to multiple devices, able to utilise Wi-Fi-connected iPods, iPads and laptop computers. There is room to grow in the area of these devices being used deliberately to pursue educational outcomes, as opposed to being incorporated into the teaching and learning program for engagement or skill diversification purposes.

- *Students can access dedicated school devices*

Certainly, year 5/6 students had excellent levels of access to school mobile devices. Later in the year, this level of access was extended to the year 3/4 classes, via the purchasing of some new iPad minis with a government grant. This saw us reach the position of being nearly 1:1 in the middle and upper primary classrooms in terms of student access to school mobile devices.

- *Students participate in cyber-awareness lessons*

Happened to a small degree early in the year, particularly via dedicated lessons for the 5/6 classes with Tom Harold, but not much beyond that.

- *The school provides high level and regular professional development and support at least once a term.*

Did not happen and arguably the most significant reason for us not progressing as well in relation to this goal as we did in relation to others. Although we provided the physical resources to enable improved use of technology, we did not invest as heavily in developing teacher knowledge and skill in how to use these new resources effectively, restricting how much progress we were ultimately capable of making in this area.

Wellbeing

Our two key Goals in the area of Wellbeing were ***to be recognised as a functioning KidsMatter school***, as well as for ***The Family Centre [to] be a hub for families and community programs***.

KidsMatter – progress towards targets / milestones identified in 2015 Annual Operational Plan:

- *Implementation and review of Social Emotional Learning Program (Bounce Back) – Component 2*

BounceBack! was implemented from Transition to Year Six as a dedicated Social and Emotional Learning [SEL] program – a key part of the KidsMatter framework and Component Two, in particular:



Anecdotally, teachers have responded positively to having a well-resourced and sequenced program that makes simpler and more consistent the teaching of Social and Emotional Learning. However, no formal review of the effectiveness of the program for our school has occurred.

- *Completion of Component 3*

By the end of 2015, the Professional Learning for Component Three – 'Working with parents and carers' – had largely finished, with just some follow-up work required early in term one, 2016. The initial discussion and thinking that arose from this Professional Learning influenced some of our planning for 2016, particularly regarding the Improvement Priorities of The Family Centre, as well as Growing Enrolments and Attendance.

- *Increased parent participation at school events*

This was not something that we actively measured, but we certainly directed some action towards achieving this outcome, for example the planning of activities that enabled parents and teachers to come together, as well as ongoing thinking about how we could get the most out of regular opportunities for interaction with parents [assemblies, etc.]

- *Visible displays and signage – more overt demonstration that we are 'a KidsMatter school'*

Improved as the year went on, with KidsMatter messages becoming more regularly infused in school communications [eg newsletters] and events [eg assemblies, School-Community events].

We also endeavoured to be clear with staff about the significance of this priority, using the physical space of the staffroom mentioned earlier to promote KidsMatter messages and work.

The Family Centre – progress towards targets / milestones identified in 2015 Annual Operational Plan:

- *Weekly Playgroup*

This happened consistently throughout the year, even during the periods when Marg Moon, Family Centre Co-ordinator in 2015, was on leave, with the school looking to prioritise this aspect of The Family Centre program and ensure it was able to continue without interruption. In term four, after

some consultation with parents, we trialled an expansion to the Playgroup offering, by running a second session on a Friday morning, complementing the established Wednesday morning session. In a further trial, we held the Friday session down at the Preschool campus, as a strategy to 'show off' our Preschool and to help children and parents become more familiar with what – for many – will be the next step in their educational experience.

- *Community education sessions / programs*

Limited action with these, particularly as the year went on. Due to the long-term need for the school to significantly reduce its staffing costs, the co-ordinator was not replaced when she went on periods of leave, which shrunk the operation of The Family Centre to little more than the Playgroup element.

- Growing numbers of participation

Numbers remained relatively steady over the course of the year, with little growth and a small, but consistent group of parents and children attending the Playgroup sessions.

- *Participation reflects the multi-cultural diversity of the school community*

This was very much the case, with our small number of attending Playgroup families representing several different cultural backgrounds. The school's steady growth of Asian families was certainly reflected in those that were participating in the Playgroup. Possibly one group that makes up a significant proportion of our school community that was not so well-represented at our Playgroup sessions was people from Indigenous backgrounds.

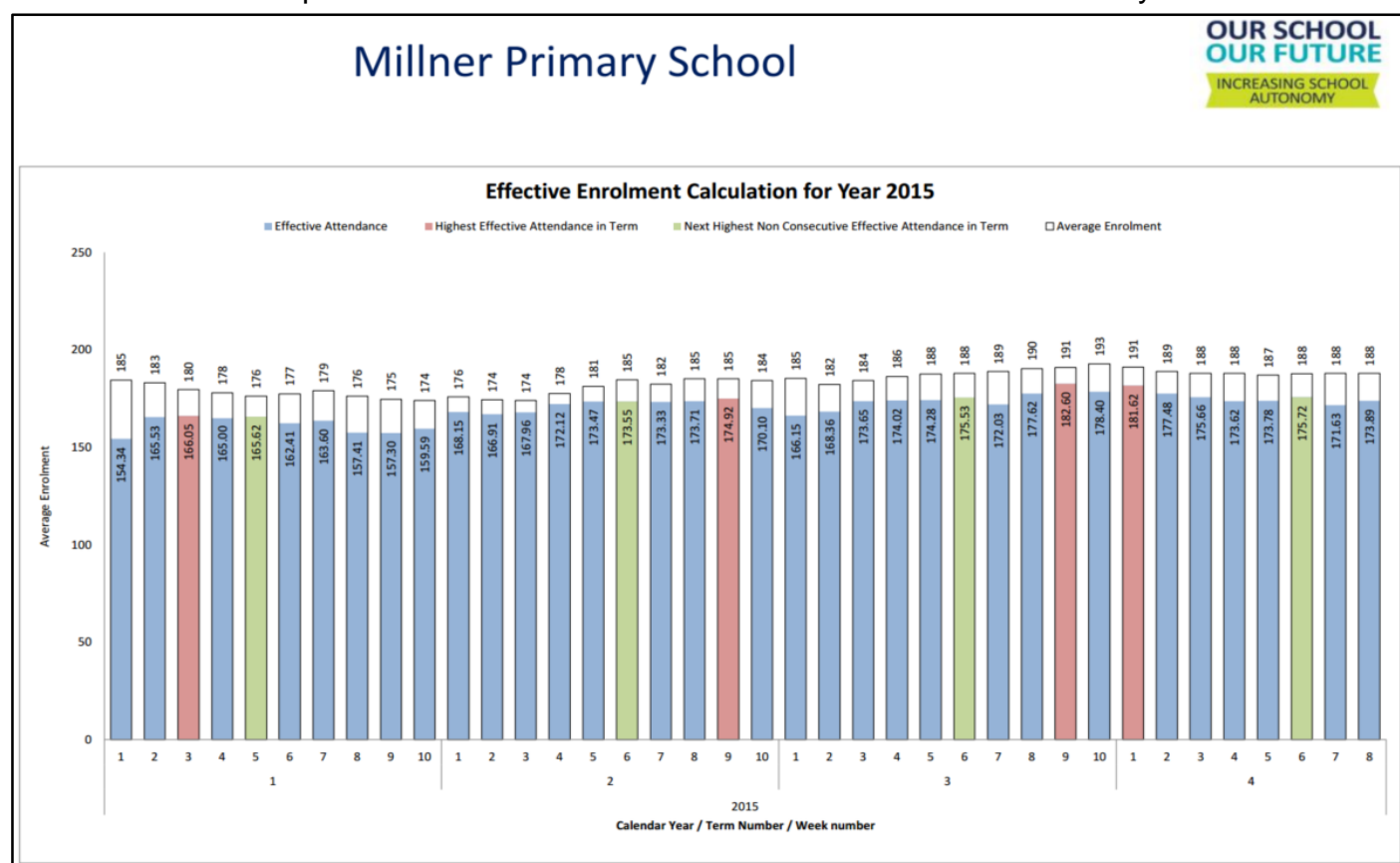
Participation, Transitions and Pathways

Our two key Goals in the area of Participation, Transitions and Pathways were to **grow enrolments and attendance**, as well as for **Millner Primary School [to] be part of a network of Primary School around Nightcliff Middle School**.

Grow Enrolments and Attendance – progress towards targets / milestones identified in 2015 Annual Operational Plan:

- 200 students by end of 2015

Our 2015 enrolment peaked at 193 at the end of term three and we finished the year on 188.



Although we didn't reach the target we set of 200 in this area, we were able to halt the trend of fast-declining numbers, which saw us sink to a low of 174 students at the end of term one and the early weeks of term two.

- Increase student attendance: $\geq 90\%$

Our average attendance for the year was 85%. From year two upwards, attendance rates tended to hover in the high 80's, approaching the 90% mark, but the early year's rates were noticeably lower. We need to work on the culture and understanding of parents about the importance of attendance at school in the early years. See 'Attachment C' for more information.

- *Reduce student turnover by 10%*

Our student turnover rate actually increased quite markedly. Interestingly, the most significant change in our student cohort occurred in term one, with higher numbers of both new students and departing students than the previous year. See 'Attachment C' for more information.

- *Increased connectedness between pre-school and main campus*

This was undoubtedly achieved in 2015. We have seen a direct payoff from the strategies employed to better connect our Preschool with our main school by way of a significant increase in retention of 2015 pre-schoolers into 2016 Transition students at Millner.

- *Increased proportion of 2015 pre-schoolers enrolling at Millner PS in 2016.*

A significant increase was achieved on recent years, resulting in the need for two T/1 classes in 2016, rather than the one [smallish] T/1 class that we had in 2015.

Network of local schools – progress towards targets / milestones identified in 2015 Annual Operational Plan:

- *Regular sharing of resources, programs and people with other network schools*

The work of the network did not get to this point in 2015, although plans are on the horizon to work towards this in 2016.

- *Smooth transitions from Primary to Middle School*

There was a relatively smooth and effective transition process for our year sixes entering middle school in 2016, but a plan was developed late in 2015 to improve this process further for all schools in the Nightcliff 'Hub' – Jingili PS, Moil PS, Nightcliff PS, Millner PS and Nightcliff MS.

Partnerships

Our key Goal in the area of Partnerships was to ***continue to strengthen and grow existing partnerships.***

The Millner Primary School Partnership – progress towards targets / milestones identified in 2015 Annual Operational Plan:

- *Contact made with partner groups / organisations [Millner Primary School, Millner Primary School Council, The Smith Family, NAB, Corrugated Iron Youth Arts, AFLNT, Nightcliff Middle School, and Early Childhood Australia].*

Occurred early in the year and communication with the various organisations continued as the year went on.

- *Meetings held with partner groups / organisations*

Formal Partnership meetings happened once each school term.

- *Shared goals and targets identified with partner groups / organisations*

Four main aims were agreed to by The Partnership:

1. 90% student attendance
 2. Support teachers to provide effective learning environments through expertise, the creation of opportunities and celebration
 3. Support teachers, students and families through a scheduled Transitions Program that has students enrolled, engaged and learning as they move in and out of Primary School.
 4. Establish and maintain a high level of partnership satisfaction among the partners.
- These aims will be reflected in quarterly action plans established by the partners.

- *Actions are taken towards the partners' shared goals and targets.*

Some incidental action arose as a result of the discussion and planning that The Partnership undertook at their quarterly meetings, but – by the end of 2015 – work had culminated in an updating of the Memorandum of Understanding and with a plan to commence the development of action plans from the beginning of 2016.

Leadership

Our key Goal in the area of Leadership was to ***provide leadership opportunities across staff.***

Leadership opportunities for staff – progress towards targets / milestones identified in 2015 Annual Operational Plan:

- *A wide range of opportunities to lead have been distributed to staff.*

Over the course of the year, a wide range of staff had opportunity to lead in a wide range of areas. To name a few such opportunities...

- Visible Learning Guiding Coalition [Karen Piening, Nathan Dutch, Giulia Elliott-Hall, Korin Lesh, Warwick Peter-Budge]
- Visible Learning Impact Coach [Korin Lesh]
- Data 'Task Force' [John Knight, Cathy Baylis, Fay Dawson, Warwick Peter-Budge]
- Maths co-ordination [John Knight]
- Sport / PE co-ordination [Sheree Arratta]
- Student Leadership Team [Sheree Arratta]
- Moderation / 'Confirming' activities [Karen Piening]

- *A wide range of staff have been involved in leading initiatives through the year.*

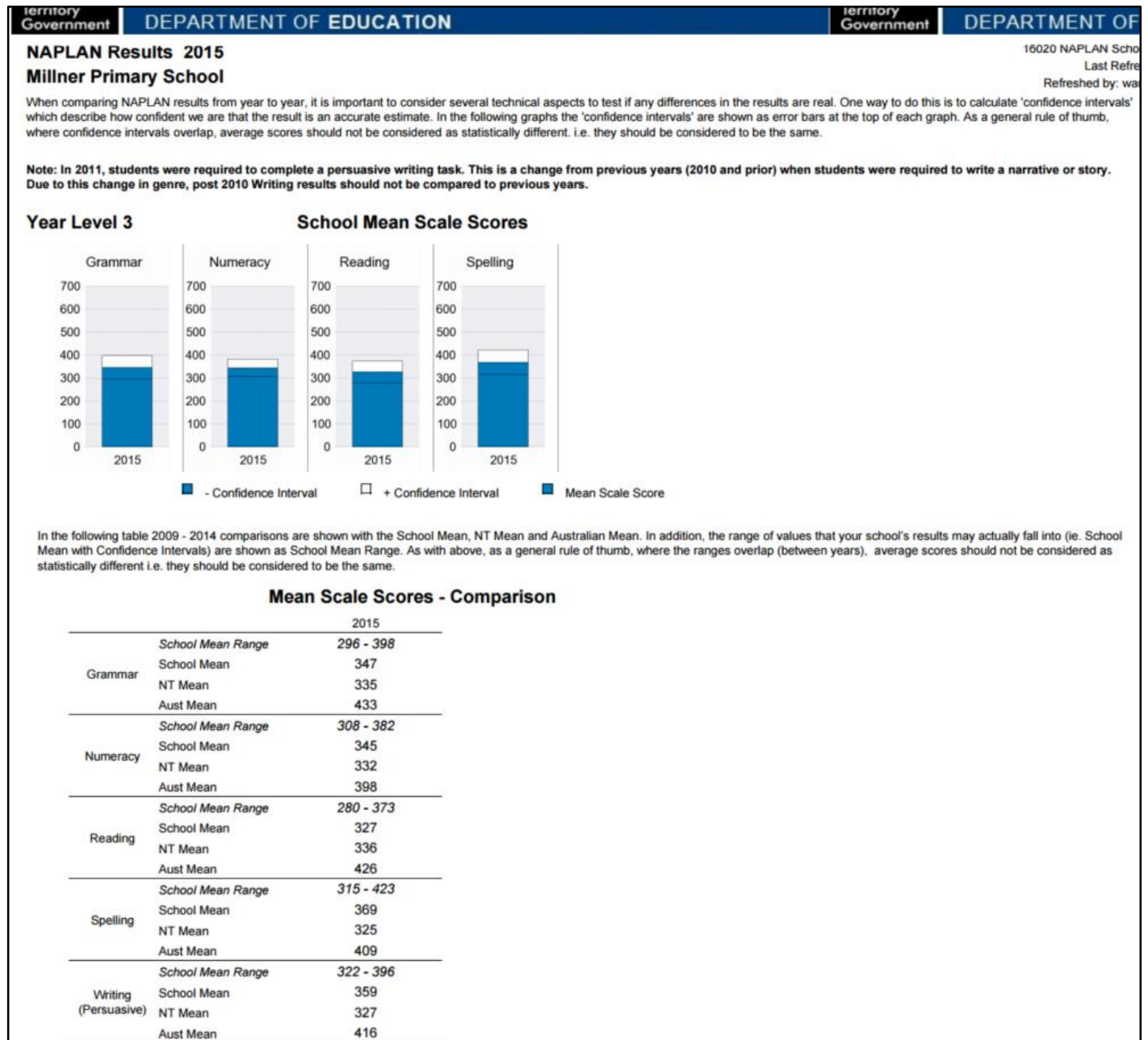
See above.

- *Increased proportion of staff identified as working at Highly Accomplished or Lead career stage for Focus Areas from Australian Professional Standards for Teachers.*

Not measured [used for teachers' own reflection] – Performance and Development efforts concentrated upon developing an effective process that staff understood and felt comfortable with.

Audited Financial Statements

NAPLAN data



NAPLAN Results 2015

Millner Primary School

16020 NAPLAN School

Last Refreshed

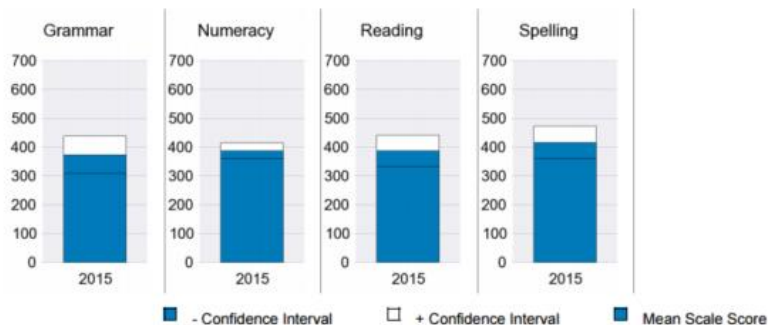
Refreshed by: v

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs the 'confidence intervals' are shown as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year Level 5

School Mean Scale Scores



In the following table 2009 - 2014 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

| | | 2015 |
|-------------------------|-------------------|-----------|
| Grammar | School Mean Range | 309 - 439 |
| | School Mean | 374 |
| | NT Mean | 415 |
| | Aust Mean | 504 |
| Numeracy | School Mean Range | 361 - 415 |
| | School Mean | 388 |
| | NT Mean | 429 |
| | Aust Mean | 492 |
| Reading | School Mean Range | 333 - 442 |
| | School Mean | 387 |
| | NT Mean | 425 |
| | Aust Mean | 498 |
| Spelling | School Mean Range | 361 - 473 |
| | School Mean | 417 |
| | NT Mean | 417 |
| | Aust Mean | 498 |
| Writing (Persuasive) | School Mean Range | 328 - 432 |
| | School Mean | 380 |
| | NT Mean | 385 |
| | Aust Mean | 478 |



DEPARTMENT OF EDUCATION

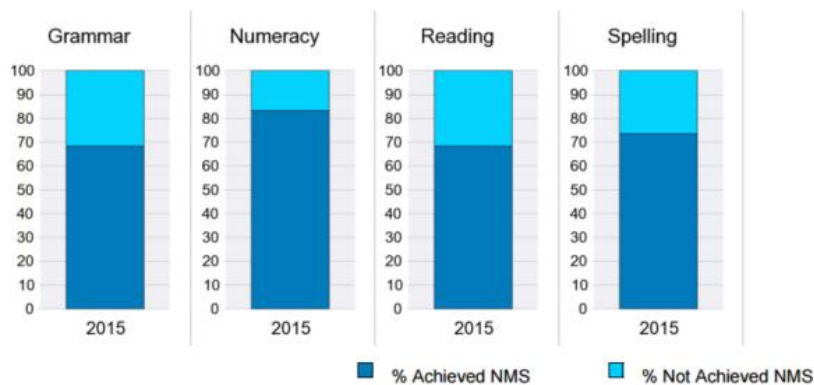
NAPLAN Results 2015

Millner Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 3

Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

| | | Below NMS | | At NMS | | Above NMS | | Total No of Students |
|----------------------|------|----------------|---------------|----------------|---------------|----------------|---------------|----------------------|
| | | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| Grammar | 2015 | 6 | 32% | 3 | 16% | 10 | 53% | 19 |
| Numeracy | 2015 | 3 | 17% | 4 | 22% | 11 | 61% | 18 |
| Reading | 2015 | 6 | 32% | 2 | 11% | 11 | 58% | 19 |
| Spelling | 2015 | 5 | 26% | 3 | 16% | 11 | 58% | 19 |
| Writing (Persuasive) | 2015 | 2 | 11% | 5 | 26% | 12 | 63% | 19 |



Northern
Territory
Government

DEPARTMENT OF EDUCATION

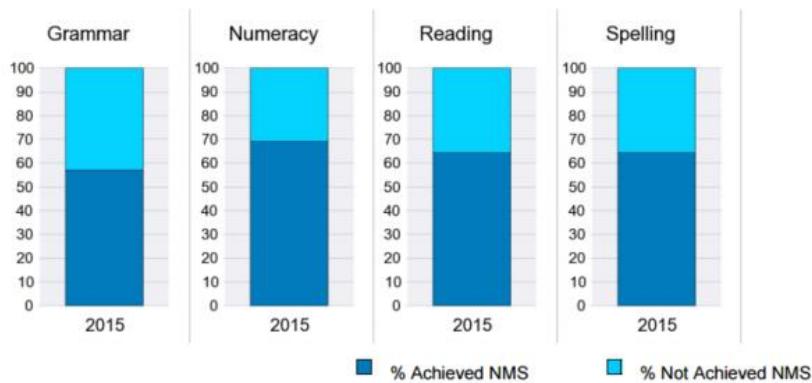
NAPLAN Results 2015

Millner Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 5

Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

| | | Below NMS | | At NMS | | Above NMS | | Total No of Students |
|----------------------|------|----------------|---------------|----------------|---------------|----------------|---------------|----------------------|
| | | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| Grammar | 2015 | 6 | 43% | 3 | 21% | 5 | 36% | 14 |
| Numeracy | 2015 | 4 | 31% | 7 | 54% | 2 | 15% | 13 |
| Reading | 2015 | 5 | 36% | 4 | 29% | 5 | 36% | 14 |
| Spelling | 2015 | 5 | 36% | 3 | 21% | 6 | 43% | 14 |
| Writing (Persuasive) | 2015 | 5 | 36% | 3 | 21% | 6 | 43% | 14 |



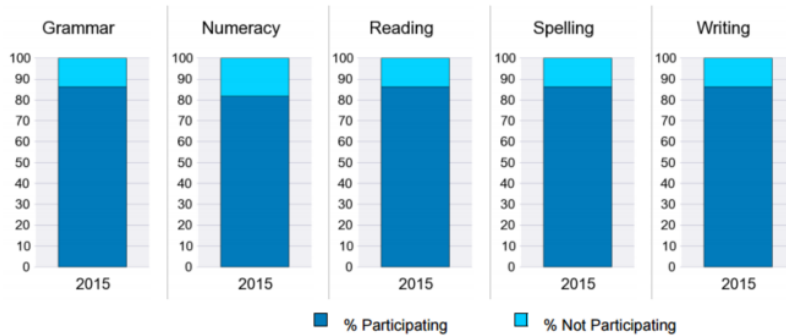
DEPARTMENT OF EDUCATION

NAPLAN Results 2015
Millner Primary School

 16020 NAPLAN
 La
 Refreshed

Year 3

Percentage of Students Participating (%)



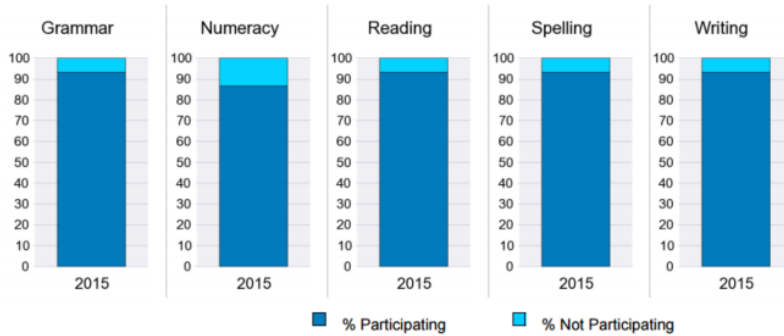
Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

| | | Participating Present | | Participating Exempt | | Not Participating Absent | | Total No of Students |
|----------|------|-----------------------|---------------|----------------------|---------------|--------------------------|---------------|----------------------|
| | | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| Grammar | 2015 | 18 | 82% | 1 | 5% | 3 | 14% | 22 |
| Numeracy | 2015 | 18 | 82% | | | 4 | 18% | 22 |
| Reading | 2015 | 18 | 82% | 1 | 5% | 3 | 14% | 22 |
| Spelling | 2015 | 18 | 82% | 1 | 5% | 3 | 14% | 22 |
| Writing | 2015 | 18 | 82% | 1 | 5% | 3 | 14% | 22 |



DEPARTMENT OF EDUCATION

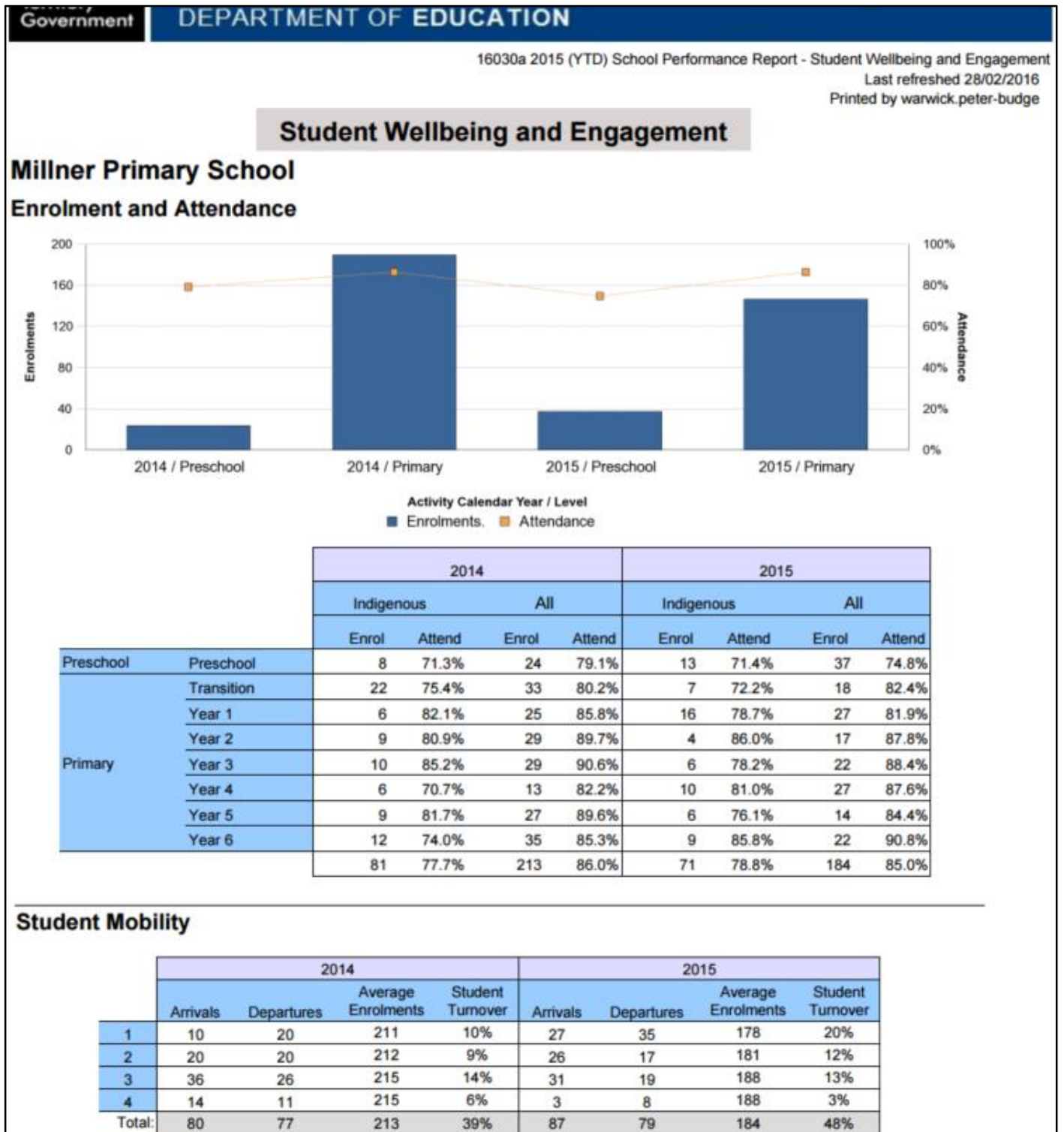
NAPLAN Results 2015
Millner Primary School

 16020 NAPLAN
 La
 Refreshed
Year 5**Percentage of Students Participating (%)**

Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

| | | Participating Present | | Not Participating Absent | | Total No of Students |
|----------|------|--------------------------|---------------|-----------------------------|---------------|-------------------------|
| | | No of Students | % of Students | No of Students | % of Students | |
| Grammar | 2015 | 14 | 93% | 1 | 7% | 15 |
| Numeracy | 2015 | 13 | 87% | 2 | 13% | 15 |
| Reading | 2015 | 14 | 93% | 1 | 7% | 15 |
| Spelling | 2015 | 14 | 93% | 1 | 7% | 15 |
| Writing | 2015 | 14 | 93% | 1 | 7% | 15 |

Student Enrolment, Attendance and Learning



Community Engagement

*For more information and clarification of which code to use please contact the Enrolment & Attendance Team:
Darwin & Palmerston 1800 070 493
Central Australia 1800 206 317*

Millner Primary School

Reasons for Absence

| | 2014 | 2015 |
|---------------------|-------|-------|
| Cultural Activity | 0.1% | 0.7% |
| Funeral | 1.1% | 1.3% |
| Notified as Sick | 12.1% | 13.8% |
| Sanctioned | 29.4% | 37.1% |
| Suspended | 0.8% | 0.3% |
| Unacceptable Reason | 0.4% | 1.4% |
| Un-Notified Absence | 56.1% | 45.3% |
| Transport | 0.1% | 0.1% |

During 2015, 45% of absent periods were unnotified, this represents 6.0% of all periods.

ATTACHMENT D

School Snapshot (for Group Schools)

| Annual School Improvement Plan Targets | | Review date: insert | Reviewed by: insert |
|--|---|-------------------------------|---|
| Key Result Area | Measurable Improvement Target established for [year] academic year | Target Achieved/ Not Achieved | Response/Progress towards target if not achieved |
| Teaching and Learning | The school has a VL Impact Coach | ACHIEVED | |
| | The school has a VL Team – ‘Guiding Coalition’ | ACHIEVED | |
| | The school has a VL Action Plan. | ACHIEVED | |
| | All teachers are implementing VL in a consistent manner. | PARTIALLY ACHIEVED | Ongoing focus. |
| | Staff are accessing regular Professional Learning regarding VL. | ACHIEVED | |
| | There is consistency of language regarding VL across the school. | PARTIALLY ACHIEVED | Ongoing focus. |
| | Improved results in second Capability Assessment, compared with initial Assessment. | ACHIEVED | |
| | Student learning is more ‘visible’ – increased displays of student learning data and work examples around school. | NOT ACHIEVED | Will be a sharper focus now that we have ‘moved on’ to focusing upon <i>The Visible Learner</i> strand. |
| | Students more able to articulate where they are at with their learning and where they are headed [goals]. | NOT ACHIEVED | Will be a sharper focus now that we have ‘moved on’ to focusing upon <i>The Visible Learner</i> strand. |
| | Increased and more deliberate collaboration in classrooms. | PARTIALLY ACHIEVED | |

| Annual School Improvement Plan Targets | | Review date: insert | Reviewed by: insert |
|--|---|----------------------------------|---|
| Key Result Area | Measurable Improvement Target established for [year] academic year | Target Achieved/ Not Achieved | Response/Progress towards target if not achieved |
| | Students can use multiple devices to help achieve educational outcomes. | PARTIALLY ACHIEVED | |
| | Students can access dedicated school devices | ACHIEVED | |
| | Students participate in cyber-awareness lessons | PARTIALLY ACHIEVED | |
| | The school provides high level and regular professional development and support at least once a term. | NOT ACHIEVED | Focus more school-based Professional Learning on effective integration of technology. |
| Wellbeing | Implementation and review of Social Emotional Learning Program (Bounce Back) – Component 2 | PARTIALLY ACHIEVED | Needs to be reviewed. |
| | Completion of Component 3 | ACHIEVED | |
| | Increased parent participation at school events | PARTIALLY ACHIEVED | Needs to be monitored more effectively. |
| | Visible displays and signage – more overt demonstration that we are ‘a KidsMatter school’ | ACHIEVED | |
| | Weekly Playgroup | ACHIEVED | |
| | Community education sessions / programs | NOT ACHIEVED | A better chance in 2016, with a more dedicated role designed to lead The Family Centre. |

| Annual School Improvement Plan Targets | | Review date: insert | Reviewed by: insert |
|--|--|----------------------------------|--|
| Key Result Area | Measurable Improvement Target established for [year] academic year | Target Achieved/ Not Achieved | Response/Progress towards target if not achieved |
| | Growing numbers of participation | NOT ACHIEVED | See above. |
| | Participation reflects the multi-cultural diversity of the school community | ACHIEVED | |
| Participation, Transitions and Pathways | 200 students by end of 2015 | NOT ACHIEVED | Ongoing focus. |
| | Increase student attendance: $\geq 90\%$ | NOT ACHIEVED | Ongoing focus. |
| | Reduce student turnover by 10% | NOT ACHIEVED | |
| | Increased connectedness between pre-school and main campus | ACHIEVED | |
| | Increased proportion of 2015 pre-schoolers enrolling at Millner PS in 2016. | ACHIEVED | |
| | Regular sharing of resources, programs and people with other network schools | NOT ACHIEVED | Work planned in this space for 2016 via the 'Nightcliff Education Network'. |
| | Smooth transitions from Primary to Middle School | PARTIALLY ACHIEVED | Plan designed by principals of Millner PS and Nightcliff MS to improve this process for all schools in the Nightcliff Education Network. |

| Annual School Improvement Plan Targets | | Review date: insert | Reviewed by: insert |
|---|---|----------------------------------|--|
| Key Result Area | Measurable Improvement Target established for [year] academic year | Target Achieved/ Not Achieved | Response/Progress towards target if not achieved |
| Partnerships | Contact made with partner groups / organisations [Millner Primary School, Millner Primary School Council, The Smith Family, NAB, Corrugated Iron Youth Arts, AFLNT, Nightcliff Middle School, and Early Childhood Australia]. | ACHIEVED | |
| | Meetings held with partner groups / organisations | ACHIEVED | |
| | Shared goals and targets identified with partner groups / organisations | ACHIEVED | |
| | Actions are taken towards the partners' shared goals and targets. | NOT ACHIEVED | Action Plans slated to be developed from early 2016. |
| Leadership | A wide range of opportunities to lead have been distributed to staff. | ACHIEVED | |
| | A wide range of staff have been involved in leading initiatives through the year. | ACHIEVED | |
| | Increased proportion of staff identified as working at Highly Accomplished or Lead career stage for Focus Areas from Australian Professional Standards for Teachers. | NOT ACHIEVED | |
| Response in identified focus of School Strategic Improvement Planning | | | |

| Annual School Improvement Plan Targets | | Review date: insert | Reviewed by: insert |
|--|---|-------------------------------------|---|
| Key Result Area | Measurable Improvement Target established for [year] academic year | Target Achieved/ Not Achieved | Response/Progress towards target if not achieved |
| | | | |