

## MILLNER PRIMARY SCHOOL

### Annual Performance Report to the School Community

2020



## School Overview

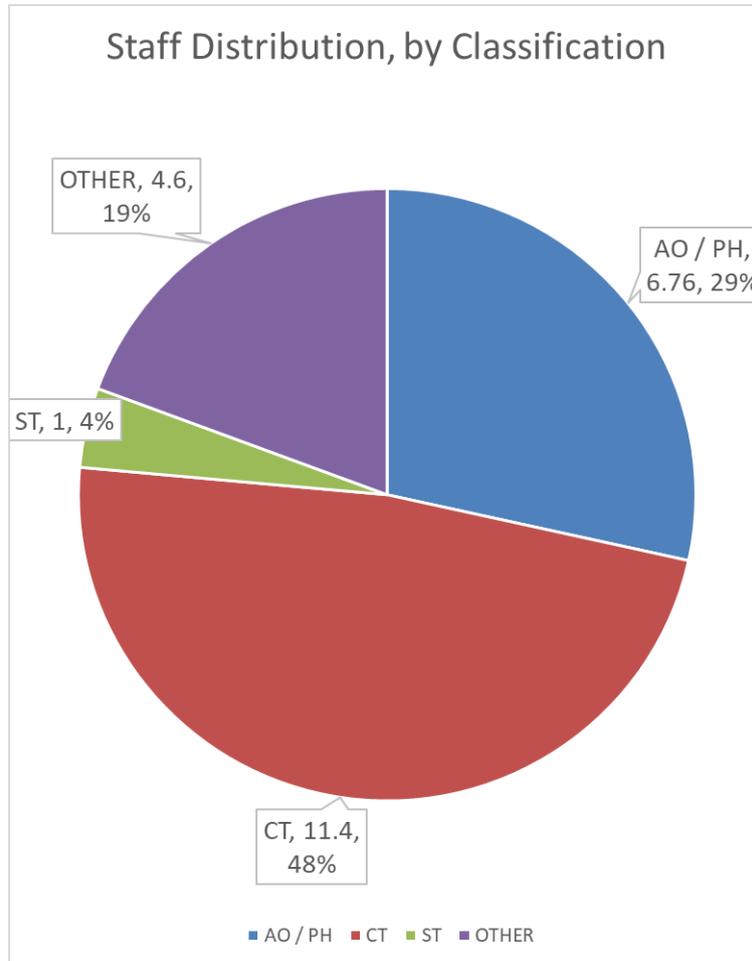
### Our School

Millner Primary School is a highly-multicultural urban primary school of approximately 210 students from Preschool to Year Six, 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 and India. 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 that are grounded in educational research and reflect our school needs and aspirations.

### Our Staff

FTE	Classification	Staff Member	Role
0.96	AO	Dawson, Fay	Special Education Assistant; Library; Data Co-ordinator
0.96	AO	Jessica Campbell	Preschool Assistant
0.92	AO	Long, Nikita	Special Education Support Program / Classroom Support
0.96	AO	Hopkins, Chantal	Administration Officer – Front Office Leader
1	AO	Moss, Megan	Administration Manager
0.96	AO	Stevens, Deb	Special Education Support Program / Classroom Support
1	PH	White, Stuart	Grounds and Maintenance
0.2	Other [TSF Funded]	Benu Banarsi	Playgroup
1	Other [SC Funded]	Manzoor, Anisha	Classroom Support
1	Other - Trainee [TSF Funded]	Long, Jacob	Classroom Support
1	Other [SC Funded]	McLennan, Brayden	Classroom Support

1	Other [SC Funded]	Lessig, Chantal	Classroom Support
0.4	Other [SC Funded]	Harold, Tom	ICT Support
1	CT	Baker, Varn	Class Teacher, Preschool
1	CT	Winfield, Lauren	Class Teacher, Year T/1
1	CT	Smith, Leta	Class Teacher, Year T/1
1	CT	Trainor, Shandell	Class Teacher, Year T/1
1	CT	Miller, Judy	Class Teacher, Year 2/3
1	CT	Knight, John	Class Teacher, Year 2/3
1	CT	Lee, Dean	Class Teacher, Year 3/4
1	CT	Fullbrook, Karin	Class Teacher, Year 5/6
1	CT	Arratta, Sheree	Class Teacher, Year 5/6
1	CT	Tak, Ashleigh	Drama, T-6
0.4	CT	Lesh, Korin	Art, T-6
0.4	CT	Anderson, Kaylene	Preschool & T/1 NCT
0.6	CT	Webb, Gill	Special Education Teacher
1	ST3	Piening, Karen	Assistant Principal
1	ECPL2	Peter-Budge, Warwick	Principal



3 [11%] staff members identified as Indigenous.

Our staff had a 96% attendance rate in 2020:



Report: 15220 - STAFF 2.20 School Staff Attendance - Select School(s)

Last Refreshed 14/02/2021

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### Staff Attendance

Selected Schools - **Millner Primary School; Millner Pre School**

Year	School Term	Number of Staff	Unexpected Absences	Staff Days	Absence Rate	** Attendance Rate
2020	1	24	60	1,186	5.1%	94.9%
	2	24	38	1,065	3.6%	96.4%
	3	22	43	1,006	4.3%	95.7%
	4	23	31	1,028	3.0%	97.0%
<b>Total</b>			<b>172</b>	<b>4,285</b>	<b>4.0%</b>	<b>96.0%</b>

Teaching staff met the Australian Professional Standards for Teachers and worked with these Standards as part of their Performance and Development processes. Non-teaching staff worked in a similar fashion with the Capability and Leadership Framework – a document designed for employees in the Northern Territory Public Sector.

Two of our teachers [Mr Dean Lee and Ms Leta Smith] completed their Full Registration process with the Teacher Registration Board – a process that all new teachers are required to go through within their first three years of teaching.

Three of our teachers have an early childhood specific qualification [Varn Baker, Kaylene Anderson and Lauren Winfield], a requirement for teaching at the Preschool level.

Nikita Long was nominated for a 'Teach in the Territory Excellence Award' – the Education Department's biggest awards event that is celebrated on World Teachers' Day in October each year.

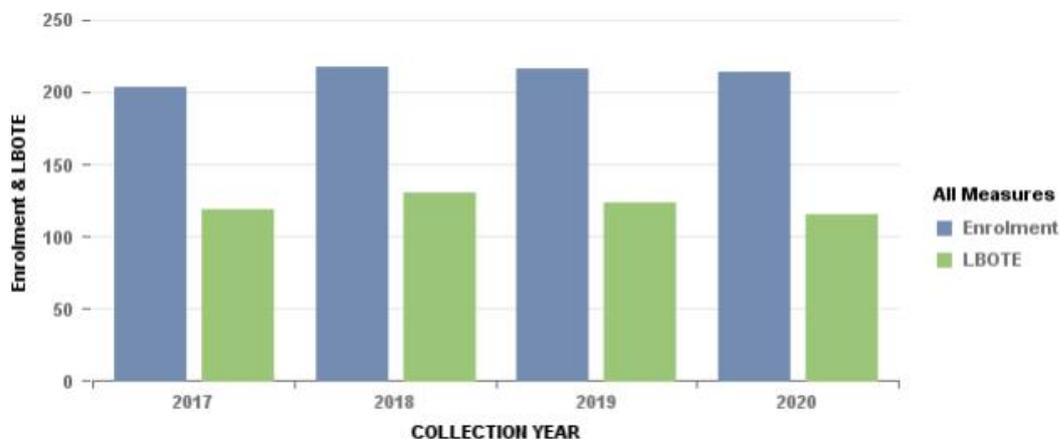


18006 - 2020 Student Preliminary Age/Grade Report  
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## Student Preliminary 2020 Age Grade Census Millner Primary School

*This report is for checking purposes only and should be used to make sure that your data for the Student Age/Grade Census is correct.*

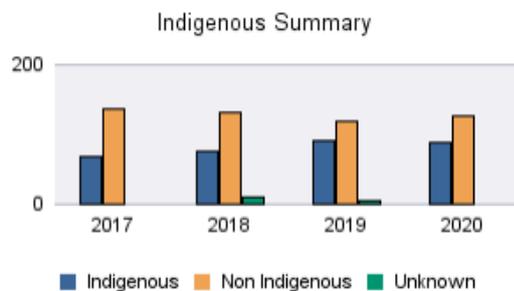
*For more information on completing the Age/Grade Census, please see Statspack Part 2.*



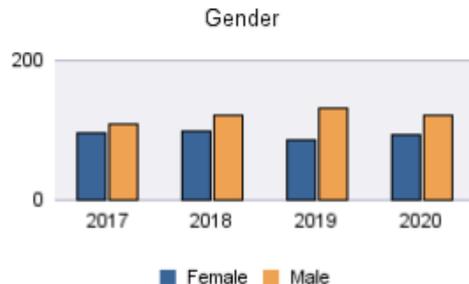
	2017	2018	2019	2020
<b>Age Grade</b>				
Enrolment	204	218	216	214
FTE	204	218	216	214
<b>LBOTE</b>				
Derived LBOTE Indicator	119	131	123	115
Proportion of Enrolments	58.3%	60.1%	56.9%	53.7%

A high proportion of our students have a Language Background Other Than English.

41% of our students are Indigenous:



Indigenous Status	2017	2018	2019	2020
Aboriginal	63	73	89	85
Aboriginal & TSI	1	1	1	1
Torres Strait Islander	3	2	2	1
Unknown			1	
Neither Aboriginal nor TSI	137	132	119	127
Not Specified		10	4	



Gender	2017	2018	2019	2020
Female	95	98	85	94
Male	109	120	131	120

One quite unusual aspect of our student demographics is the high proportion of boys amongst our student cohort – 56% of our students are boys and just 44% are girls!

### Our Community

Our local community is well represented in the demographics of our school. 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 proportions coming from the Philippines and India. There are approximately 40 different language / dialect backgrounds in our student population.

A large proportion of our students live in and around the local Millner area. A visible outcome of this is that many of our students walk or ride bikes to and from school.

## Identified signature strategies for 2020 school year

### Whole School Curriculum and Assessment Plan

- *What were the school's goals for this identified signature strategy in 2020?*

Teachers consistently using a whole school curriculum and assessment plan to drive their programming and assessment practices.

Improved consistency of implementation re assessments.

More regular discussion and analysis of student learning data.

Improved use of data to inform programming.

- *What actions did the school undertake to achieve these goals?*

Develop curriculum plans from Transition – Year Six.

Develop an Assessment and Data Plan.

- *How is the work making a difference?*

Teachers working collaboratively and thoughtfully to map out their main foci for their teaching and learning programs over the course of a year. Included in this work was significant emphasis re how different areas of the curriculum could be integrated, to deepen learning for students and to enable better curriculum coverage in teacher programs.

This work has enabled teachers to develop teaching and learning programs that are more comprehensive and considered, resulting in classroom learning that is more relevant, engaging and targeted for students across all year levels.

## Readiness to Learn

- **What were the school's goals for this identified signature strategy in 2020?**

More effective intervention programs / strategies for students with behavioral, social-emotional, or other Wellbeing-related needs.

Improved consistency of language and practice of staff in the teaching and managing of behaviour and wellbeing.

Improved student engagement with school.

Increase and improve use of technology for student learning.

- **What actions did the school undertake to achieve these goals?**

Develop a staff wellbeing policy.

Develop a fledgling intervention program to support students with behavioural, socio-emotional or other wellbeing-related needs.

Continued development of the MakerSpace.

iPad project with upper primary teachers [Sheree Arratta and Karin Fullbrook].

Pursue implementation of the Berry Street Model, in partnership with the other schools within the Nightcliff Education Network – ultimately this was postponed until 2021 due to COVID travel restrictions [Training providers based in Victoria].

- **How is the work making a difference?**

Staff had significant input into the development of an initial version of a staff wellbeing policy.

Intervention programs did not quite get going to the extent that we would have liked due to resourcing limitations, but we did learn some things that have informed a new approach that we are trying in 2021.

MakerSpace extensively used by students at lunchtimes and increasingly by teachers as part of their programs.

Two teachers, Sheree Arratta and Karin Fullbrook, participated in a 10-week program where they worked with a consultant who modeled for them, planned with them and

co-taught with them, to develop their knowledge and skills regarding the use of iPads in the classroom.

***Overall reflection: how has your school's work in 2020 informed your focus for improvement in 2021?***

Our 2021 Improvement Foci is driven by two elements – 2020 work that was delayed due to COVID-19, as well as our recent [August, 2020] School Review.

Our 2020 ASIP had as an Improvement Priority, the wellbeing-focused signature strategy *Readiness to Learn*. Whilst we were able to progress some of the smaller actions that we'd planned in this area – such as developing a Staff Wellbeing Policy, commencing some special needs intervention programs and developing staff capacity with using digital technology – the most significant action was commencing training in the Berry Street Education Model. Unfortunately, COVID-related travel restrictions in place for most of the year ultimately prevented the Berry Street trainers from travelling up to the NT from Victoria. With restrictions currently eased, dates have been booked to commence this training from early 2021. Pleasingly, the Berry Street Education Model connects well to one of our recent School Review recommendations – '**An evidence based model to meet the wellbeing and socio emotional needs of students**'.

Our School Review directly impacted the selection of our second Improvement Priority, the '**strategic alignment of professional learning**'. Staff felt strongly about the timing and relevance of this recommendation. This will be an opportunity to strengthen the consistency of existing professional learning processes, as well as to drive the understanding of our whole school approaches and improvement priorities.

Our third Improvement Priority is **Attendance**, in acknowledgement of the current system focus on this area and our own ongoing challenges with student attendance.

## Student Enrolment, Attendance and Learning

	2017				2018			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance						
Preschool	9	54.2%	38	73.5%	8	67.3%	39	75.9%
Transition	8	74.8%	33	78.9%	10	66.8%	23	78.5%
Year 1	9	76.5%	30	86.9%	8	78.8%	28	85.5%
Year 2	11	78.6%	21	84.0%	11	80.0%	28	85.5%
Year 3	11	75.1%	28	86.1%	12	82.2%	24	87.4%
Year 4	5	87.0%	13	88.7%	11	77.0%	27	86.8%
Year 5	7	77.9%	21	86.1%	7	81.5%	17	86.6%
Year 6	9	78.3%	24	86.4%	6	79.8%	21	91.2%
<b>Millner Primary School</b>	<b>69</b>	<b>76.0%</b>	<b>207</b>	<b>83.7%</b>	<b>73</b>	<b>77.2%</b>	<b>206</b>	<b>84.8%</b>

	2019				2020			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance						
Preschool	15	47.7%	43	67.4%	16	56.3%	46	72.2%
Transition	8	70.6%	30	80.3%	13	62.7%	26	76.7%
Year 1	13	66.9%	25	76.8%	10	75.1%	27	85.2%
Year 2	11	72.3%	30	83.1%	12	55.5%	25	73.3%
Year 3	10	71.8%	23	82.2%	7	63.1%	22	82.4%
Year 4	8	66.2%	20	78.4%	11	66.7%	23	79.6%
Year 5	12	71.1%	27	82.3%	8	61.4%	18	73.9%
Year 6	5	78.5%	16	85.7%	12	64.9%	24	77.9%
<b>Millner Primary School</b>	<b>83</b>	<b>68.3%</b>	<b>214</b>	<b>79.6%</b>	<b>88</b>	<b>63.2%</b>	<b>211</b>	<b>77.9%</b>

Millner Primary School  
Annual Performance Report to the School Community  
2020  
Aligned to the Department of Education's 'Education NT Strategy 2019-22'

2019		Millner Primary School				
All Year Levels	All Classes	Semester 2				
		A	B	C	D	E
English	Reading and viewing	16	30	23	39	24
	Writing	3	15	47	44	23
	Speaking and listening	1	12	86	27	6
Mathematics	Number and Algebra	9	20	45	39	19
	Measurement and Geometry	2	18	64	38	9
Science	Statistics and Probability	7	14	73	29	9
	Science		9	52	17	
Health and PE	Health	1	9	43	1	
	Physical Education	1	24	90	17	
The Arts	Visual Arts	3	27	42	4	
	Media Arts	1	11	15	3	
Languages	The Arts	5	17	29	3	
	Languages	1	22	71	5	
Humanities and Social Sciences	History		5	9	7	
	Geography	3	6	22	9	
Technologies	Humanities and Social Sciences	3	17	72	17	1
	Technologies	3	12	32	1	
	Digital Technologies		6	10		
	Design and Technologies	1	27	54	5	

2020		Millner Primary School				
All Year Levels	All Classes	Semester 2				
		A	B	C	D	E
English	Reading and viewing	23	20	31	34	15
	Writing	4	23	37	48	11
	Speaking and listening	6	19	73	25	
Mathematics	Number and Algebra	12	23	48	35	5
	Measurement and Geometry	7	19	70	24	3
Science	Statistics and Probability	7	20	61	23	3
	Science	2	16	64	7	
Health and PE	Health		23	37		
	Physical Education	4	16	68	7	
The Arts	Visual Arts	1	44	74	3	1
Languages	Languages	2	39	52	2	
	History	1	14	18	9	
Humanities and Social Sciences	Geography	3	9	16	11	
	Humanities and Social Sciences	1	30	60	13	
Technologies	Technologies		1	13	1	
	Digital Technologies	1	29	27	8	

Distribution of A-E grades at the end of 2020 [right], compared with the previous year [left].

## School Survey Results

Note: under the Australian Education Regulation 2013 it is a requirement that schools report on parent, student and teacher satisfaction with the school, including (if applicable) data collated using the National School Opinion Survey, schools are recommended to refer to and use school survey reports provided by the School and System Improvement Unit

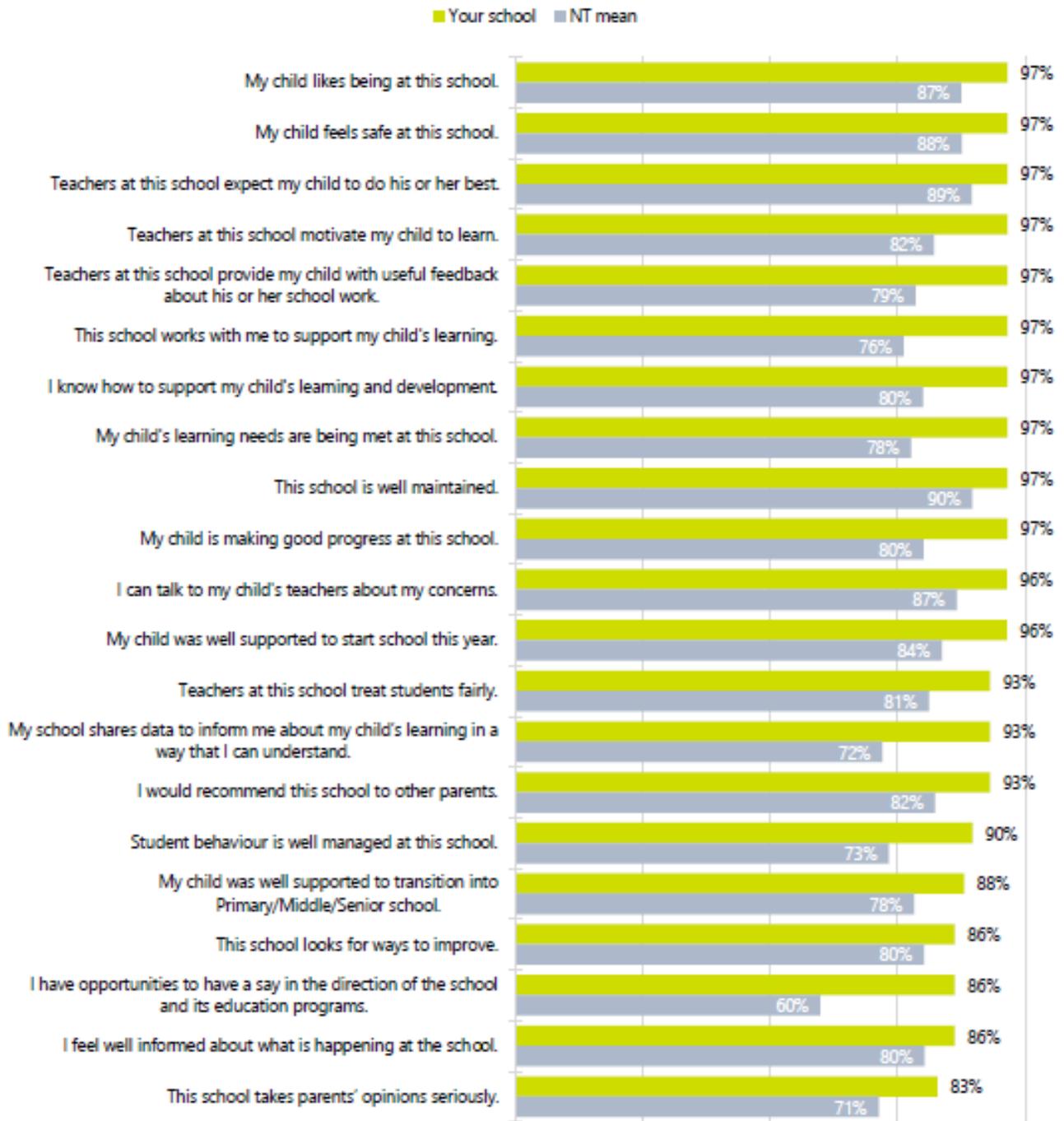
Highest scoring responses for 2020:		Lowest scoring responses for 2020:	
My child likes being at this school.	97%	I have opportunities to have a say in the direction of the school and its education programs.	86%
My child feels safe at this school.	97%	I feel well informed about what is happening at the school.	86%
Teachers at this school expect my child to do his or her best.	97%	This school takes parents' opinions seriously.	83%

Change from previous year (2020 vs 2019)					
Highest ranking items:	% point change	2020 vs 2019	Lowest ranking items:	% point change	2020 vs 2019
This school works with me to support my child's learning.	+22%	97% 75%	Teachers at this school expect my child to do his or her best.	+3%	97% 94%
I have opportunities to have a say in the direction of the school and its education programs.	+17%	86% 69%	Teachers at this school motivate my child to learn.	+3%	97% 94%
My child was well supported to transition into Primary/Middle/Senior school.	+16%	88% 72%	I can talk to my child's teachers about my concerns.	+3%	96% 94%

This table presents the first three and last three items when ranked in order of percentage point change.

## Millner Primary School

All questions (ranked high-low)



## Darwin Region Interschool Sport Overall Results

### Primary, Middle & Senior Schools

2020

### Primary Handicap Interschool Sport Day Results:

School	Winners Points	Participation #s	Total Points	Overall Placing	Handicap Points	Handicap Placing
Wulagi	25	91	116	1	3564	1
Millner	10	62	72	8	3532	2
Holy Spirit	15	87	102	3	3478	3
Wagaman	5	84	89	4	3035	4
Manunda	5	50	55	11	2746	5
Alawa	15	72	87	5	2703	6
Marrara	10	104	114	2	2415	7
St Pauls	10	48	58	10	1843	8
Wanguri	5	61	66	9	1757	9
Karama	5	33	38	14	1586	10
St Marys	0	38	38	14	1540	11
Leanyer	10	63	73	7	1173	12
Nakara	5	70	75	6	1087	13
Jingili	5	32	37	16	1067	14
Parap	5	46	51	12	932	15
Malak	5	13	18	18	709	16
Milkwood	0	10	10	22	699	17
Essington	15	34	49	13	688	18
Nemarluk	0	12	12	21	550	19
Larrakeyah	5	19	24	17	414	20
Anula	5	13	18	18	362	21
Nightcliff	0	13	13	20	176	22
GSLC	0	0	0	23	0	23
Ludmilla	0	0	0	23	0	23
Stuart Park	0	0	0	23	0	23
Holy Family	0	0	0	23	0	23
Moil	0	0	0	23	0	23



Another strong year of participation in school sport, particularly relative to the small size of our school.

# Audited Financial Statements