

Millner School

Annual Performance Report to the School Community 2023



Acronyms	Full form
NTLC	Northern Territory Learning Commission
RWI	ReadWriteInc
MM	Meaningful Maths
AO	Administration Officer
CT	Classroom Teacher
ST	Senior Teacher
PL	Principal Level
FELA	Foundations of Early Literacy Assessments

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{Questions and prompts in Italics are intended as a scaffold and should be deleted as appropriate}

School Overview: Context and Focus for Improvement in 2023

Our School

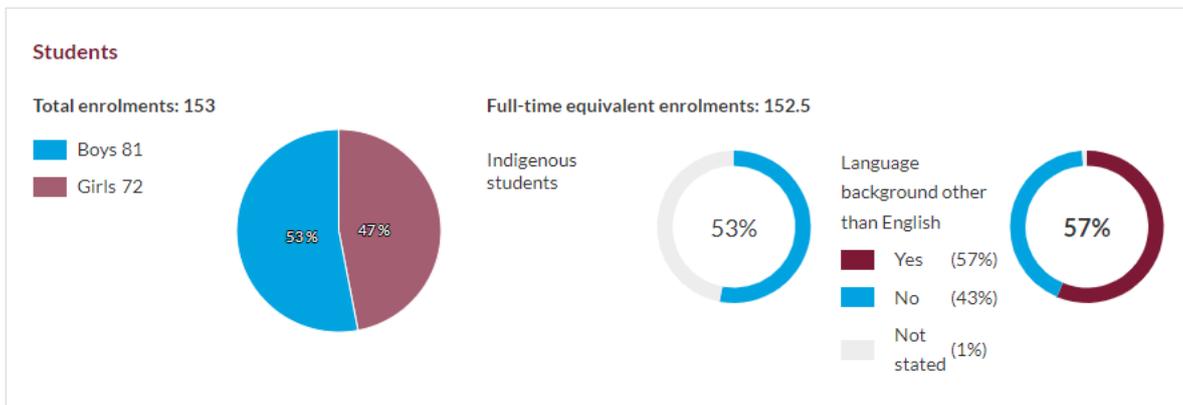
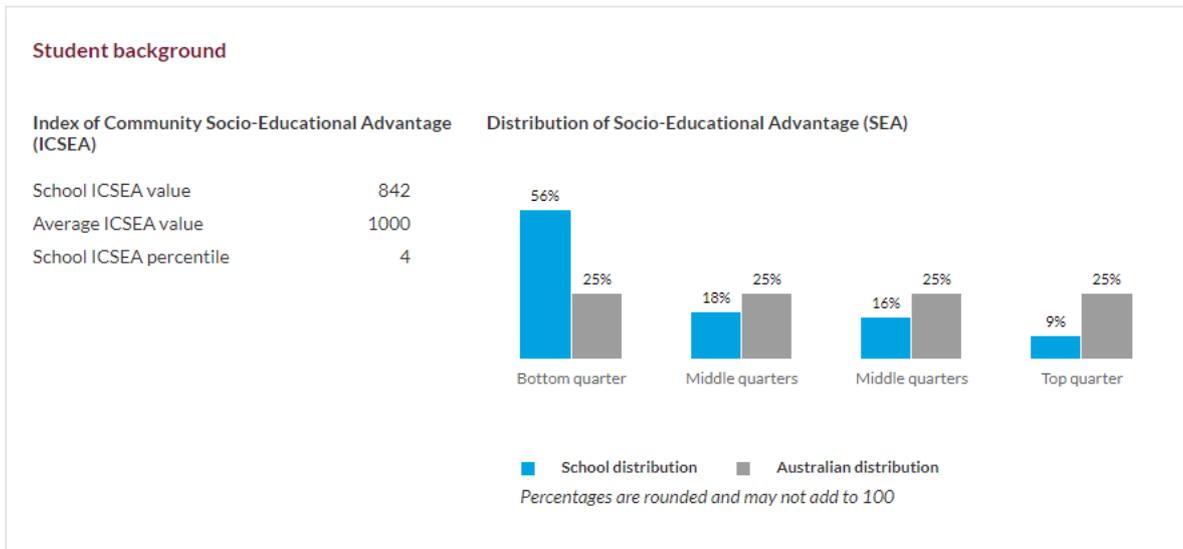
Millner School is a proudly diverse and multicultural school situated in the heart of the Millner suburb. The school has a current ICSEA rating of 870. ICSEA is a measure of the relative level of advantage for a school's cohort of students, with 1000 being the benchmark / average rating.

Our teaching and non-teaching staff are the absolute strength of our school due to their high levels of experience, passion and dedication to our students and school community. They have a long-term commitment to Millner School; this is reflected in our whole school approach to student well-being, strategic learning outcomes and an investment in our road to whole school improvement.

A significant strength of our school is the highly diverse make-up of our student cohort. We have well over 30 language speaking backgrounds represented amongst our student group, providing us with a very multicultural environment.

Our school motto, '**Achieving Together and Building Respect**' points to our belief that we are more likely to achieve significant things if we are working *with* other people. Our students engage in opportunities to develop their own skills and experience in working collaboratively with others, while aligning their learning behaviors with our Millner School Learning Circles of being '**Invested, Creative, Unified, Courageous**' from Preschool to Year 6.

Our Students



NAPLAN Assessed Year 2023

		Proficiency Level						Total Students	
		Needs additional support		Developing		Strong & Exceeding			
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	9	47%	3	16%	7	37%	19	100%
	Writing	7	39%	5	28%	6	33%	18	100%
	Spelling	9	47%	5	26%	5	26%	19	100%
	Grammar	11	58%	6	32%	2	11%	19	100%
	Numeracy	6	33%	7	39%	5	28%	18	100%
Year 5	Reading	4	31%	5	38%	4	31%	13	100%
	Writing	3	23%	5	38%	5	38%	13	100%
	Spelling	2	17%	4	33%	6	50%	12	100%
	Grammar	5	42%	6	50%	1	8%	12	100%
	Numeracy	5	42%	3	25%	4	33%	12	100%

Annual Performance Report to the School Community 2023

Student attendance rate		Percent ¹
All students		74%
Indigenous students		63%
Non-Indigenous students		89%

Student attendance level (proportion of students attending 90% or more of the time) ²		Percent ¹
All students		41%
Indigenous students		27%
Non-Indigenous students		59%

Our Staff

FTE	Classification	Staff Member	Role
0.96	AO	Dawson, Fay	Special Education Assistant; Library; Data Co-ordinator
0.92	AO	Long, Nikita	Classroom Support
0.96	AO	Hopkins, Chantal	Administration Officer – Front Office Leader
1	AO	Moss, Megan	Administration Manager
0.96	AO	Stevens, Deb	Classroom Support
1	PH	Afuhia Fehoko	Grounds and Maintenance
0.2	CT	Harold, Tom	ICT Support
1	CT	Ella Glazbrook	Preschool teacher-in-charge/Special Ed teacher/Maternity leave
1	CT	Lilian Dalde/Gabbi Schwarze	Class Teacher, Year Transition/1
1	CT	Trainor, Shandell	Class Teacher, Year Transition/1
1	CT	Smith, Leta	Class Teacher, Year 3/4
1	CT	Raico, Marie	Class Teacher, Year 2/3
1	CT	Sally Phillips	Class Teacher, Year 1/2
1	ST1	Mullucks, Sarah	Class Teacher, Year 4/5, RWI
1	ST1	Arratta, Sheree	Specialist HPE/STEM, Engagement Plan
1	CT	Karin Fullbrook	Class Teacher, Year 5/6
0.4	CT	Lesh, Korin	Art, T-6

0.6	CT	Lana Howitt	Special Education Teacher (Term 2 onwards)
1	PL4	Goveas, Jessica Noella	Principal

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%), as well as 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 other parts 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. Our students and families have a transient aspect to their time at Millner- some families move interstate after spending a period of 2-3 years in Darwin, as required by their visa conditions. Other families move to different suburbs as rental prices fluctuate. This has an impact on the school community directly, as families and students change from time to time, at an accelerated rate compared to other school communities. Nevertheless, our school values the relationships with parents, carers and families and have held a number of school-community events in 2022:

- Meet the Teachers/open Classroom day
- Harmony Day celebration
- ANZAC day
- School Concert with community food stalls
- Mother's Day Raffle
- Halloween Disco
- Book Week Parade and week activities
- Science Week
- Fortnightly assemblies
- ReadWriteInc assemblies
- Poetry reading
- End of year awards
- Class parties with parents
- Year 6 Graduation (attended by 85 parents and carers!)
- Preschool graduation
- Parents morning tea
- Sports Days
- Election BBQ
- 100 Days of Transition
- 3/4 Sleepover

Annual Performance Report to the School Community 2023

The Millner School Council met monthly, on Wednesday morning. The Council has 5 members. In 2022, these positions were filled as follows:

Chairperson: Ebonie Pedretti/Zablon Pingo

Secretary: Sheree Arratta/Noella Goveas

Treasurer: Rachel Wright, supported by Megan Moss

Staff Representative: Sheree Arratta

Principal: J Noella Goveas

Invited guest: Joel Bowden

Thank you to our Council members for their commitment to improving and advising our school operations and decision making processes. Thank you also to our parents who attended our council meetings this year and provided their input into our decisions.

The Millner School Aboriginal Parent group met in early 2023, led by Sheree Arratta. This group acts as an advisory group to the Principal and leadership team, liases with Indigenous groups outside the school and notably led the organisation of the Smoking Ceremony by liaising with Garramila group.

Principal's Report

Millner School's focus for Improvement for 2023 continued from 2022, as the goals below needed to be embedded in our school's daily practice.

The following 3 goals remained as focus areas in 2023:

1. By the end of 2023, students in Transition and Year 1 will show growth in their pre and post RWI assessments. The growth will be a result of engaging in differentiated targeted RWI lessons with an adult 4 days a week. (Linked to 'Strengthen Instruction for Young Territorians'- from Education NT Strategy 2021-25)
2. By the end of 2023, Millner Primary School staff will show evidence of rigorous implementation of the non-negotiables of MM by completing peer observation and feedback sessions internally and with the network leader. (Linked to 'Strengthen Instruction for Young Territorians'- from Education NT Strategy 2021-25)
3. By the end of 2023, there will be a decrease in negative student incidents and increase in attendance for identified target students through the implementation of whole school consistent behaviour expectations in and out of the classrooms particularly- chill out spaces, mindfulness, brain breaks, ready to learn scales. In addition to this, growth mindset, what went well circles were added(Linked to 'Engage every student in learning'- from Education NT Strategy 2021-25)

These goals were tracked frequently, regular updates to the school community were provided in our fortnightly newsletters. Staff meetings, actions and measures of these actions were strategically aligned to these three goals so that the work's focus during the year was sharp and narrow.

Millner School had particular highlights in 2023 (aligned to the goals above) and I was very grateful to be able to collaboratively lead these events/actions with the support of a highly competent and capable team:

- **Year 4/5 and 5/6 School Camp:** It was fantastic to continue the school camp, working with the leadership team to organise and empower our families and students to go to Base Camp Wallaroo for their 2 day camp. Karin Fullbrook, Sarah Mullucks, Nikita Long accompanied the students, while I joined them for 1 night and 1/2 a day.
- **ReadWriteInc:** continued in its second year at Millner School, with Sarah Mullucks at the helm as a Reading Leader. This program resulted in significant growth for all students who were below or way below reading levels at the start of the program and finished at or above level at the end of the year. A fantastic investment in our students! The \$30,000 from Schools Plus assisted us in purchasing resources, supporting wages and professional learning.
- **Everyone Can Read:** run by the Rev Bill Crews Foundation continued in its second year; this program is a not for profit, free service that started at Millner School in Term 3 2022, targeting at-risk readers in Years 2-6. 16 students participated in the program, 5 days a week, for 1 hour each day. 4 students completed the program at the end of the year. A big thank you to the Foundation and its Darwin based educators Robyn Luter and Fiona Daun. This program is set to continue and expand in 2024.
- **Millner School Engagement Plan:** continued under the guidance of senior teacher, Sheree Arratta; this program was designed by and for students at Millner School who have specific interests, may be on the cusp of disengagement or passive engagement and need an extra nudge to achieve their potential. The engagement plan had many activities including sport, cooking, collaboration with Menzies School of Health Research, SEDA. The Engagement plan provided opportunity for case by case management of student needs like conflict resolution, coaching younger students, problem solving and creating a sense of belonging within the school..

- **BEAT choir 'Courage'**: Miss Leta and I worked with 19 students from Year 4-6 to participate in the BEAT choir, joining 300 other students from other NT schools. Millner School performed on 2 nights out of 3 and had wonderful feedback from the NT Music School about our choir's engagement, willingness to learn and motivation to participate. This was our first year at BEAT after a big gap; this will continue in 2024.
- **Collaboration with and support from Joel Bowden- Member for Johnston**: Support from Mr Bowden and his team continued to be a highlight for 2023. The support received was exceptional as generous donations were made for the following:
 - Mother's day raffle
 - Hall of Fame events (movie tickets and movie snacks)
 - All inclusive School camp catering
 - Teacher's day celebrations
 - Financial support for BBQs throughout the year
 - Attendance at school council meetings and assemblies
 - Ongoing support and advice when needed
- **Northern Territory Learning Commission**: Millner School's second involvement year, 10 students from Year 4, 5, 6 participated in their year long commitment, analysing and using data from school surveys about how to receive and give meaningful feedback between teachers and students. Thank you to Sarah Mullucks and the NTLC team in the DoE for their second year of success.
- **That's My Water project**: Teaming up with Power and Water in Darwin, 5/6 Fullbrook were involved in a rich project, designing innovative water saving and recycling devices and showcasing these at their expo. Students worked with Karin Fullbrook and the PowerWater team to learn about the costs of water at Millner School, ways to reduce water leaks and save money.
- **Preschool**: Miss Corinne Britton led a very successful Assessment and Rating process for the Preschool resulting in Millner Preschool meeting all 7 quality area standards. Congratulations to Miss Corinne who led this process confidently and comprehensively.
- **Chai**- School Wellbeing dog- was introduced to the school community. In collaboration with HeartDogsNT, this initiative is designed to assist students with anxiety, build confidence and develop regulation skills.

Throughout the year, Millner School has worked with numerous external and Department agencies (NT Music School, Territory Families, Melaleuca Australia, Sound Connections, Darwin Languages Centre, The Smith Family, Charles Darwin University, University of Sydney and many more) that we are grateful for— as our school's philosophy stands- Achieving Together and Building Respect- really rings true.

School Priorities 2023

Headline Improvement Measures (HIMS)



School survey

Strengthen student wellbeing and teacher-student relationships so that students can reach their full potential.

Foundations for Early Literacy Assessment NT

Increase the proportion of Transition year students that have foundational early literacy skills.

Attended days

Increase the number of days students attend school each year by 10 days.

NAPLAN growth

Ensure every student achieves at least one year of learning growth in reading and numeracy for every year of school.

A-E grades

Increase student grades at and above the expected achievement standards for English, maths and science.

Year 12 achievement

Increase the number of young Territorians that continue their school education through to Year 12 and increase the proportion of students that achieve an NTCET or Certificate II or higher.

The Headline Improvement Measures (HIMS) have been included here as they are the most appropriate data sets to monitor and measure the system's progress towards the two goals set out in the [Education NT Strategy 2021-2025](#): to support all children and students to engage, grow and achieve, and for the NT to continue to be the most improving education system in Australia.

The HIMS are used by schools to monitor progress and evaluate their improvement journeys aligned to Strengthening Instruction for Young Territorians and Engaging Every Child and Student in Learning, in addition to local and systemic data sets.

In this section, reflect on your school's improvement journey across 2023 and how this journey supported improved outcomes for your students:

- **What were the key aspects for the delivery of your Focus for Improvement in 2023?**
- **What were the school's Student Improvement Targets and Implementation Outcomes in 2023?**
- **What Actions did the school undertake to address the Student Improvement Targets and Implementation Outcomes? Include any special programs or extra-curricular activities offered by the school.**

Strengthening Instruction for Young Territorians

It is very important that schools describe any change in student growth and achievement in student outcomes in this section.

Our Goal: By the end of 2023, targeted students in Transition-Year 6 will show growth in their pre and post RWI assessments. The growth will be a result of engaging in differentiated targeted RWI lessons with an adult 4 days a week. (Linked to 'Strengthen Instruction for Young Territorians'- from Education NT Strategy 2021-25)

- **What was the school's Strengthening Instruction Problem of Practice in 2023?**

If we implement a synthetic systematic phonics based approach to the teaching of reading in the early years (T-2) (2022 being first year of implementation) and use the Everyone Can Read intervention approach in the UP years (3-6) then we will improve students' reading and writing outcomes as measured by RWI, FELA and PAT-R and add a structured consistent whole school approach to the teaching of reading.

- **What Actions did the school undertake to achieve the Goal and Problem of Practice?**

1. Targetted implementation of ReadWriteInc in Transition, year 1 and Year 2.
2. Reading Intervention in Year 3-Year 6

- **What were the school's Strengthening Instruction Targets and were they met?**

70% of Year 2 students finish RWI by the end of 2023- met
50% of Transition students complete Set 1 by the end of Semester 1-met
70% of Year 1 students complete Set 1 and Set 2 by the end of 2023-met

Increase in FELA data for Subsets 1-6 (Sem 2 v/s Sem1)- met
80% growth in Year 3-6 students engaged in Everyone Can Read intervention-met
Increase in PAT-R growth data for Year 3 students in 2023- not met

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

See excerpts from parent survey 2023. Continued parent engagement and parent input about our reading progress has driven the work for this goal.

We are extremely thankful for the rector and teachers at Millner school to educate and nourish our son' learning and wellbeing. We are on the cloud nine when our son always feel happy at school. The ultimate goal of the school is that students feel happy when they are at school. Thanks again!

We're still trying to learn everything about the school and its programs. So far we're very happy about the school and so are our children.

You all do a very good job- I am always impressed.

Great school. Very impressed.

Happy so far. Hoping it will continue.

Just want to say thanks to all teaching staff and Principal Mam for their endless efforts they do for child development

Maintain the current trajectory

Millner school is doing their best to give adequate learning resources to their student.

I find the school awesome and Im very happy with the way Ms.Trainor is communicating with us.

Thanks

Thank you to all the teachers, I admire what you do in everyday learning of all the students. We appreciate all the effort and sacrifices.

Thanks Millner Primary School especially Principal and Staff. You treat every kids not just as student but like family ??

Thanks Millner School for looking after my 2 kids and nurture them

Thanks you are doing great. keep it up

Engaging Every Child and Student in Learning

By the end of 2023, all teaching staff will implement the identified BSEM strategies of growth mindset, what went well and morning circles, in addition to 2022 strategies of ready to learn scales, mindfulness, chill our spaces and brain breaks. (Linked to 'Engage every student in learning' - from Education NT Strategy 2021-25

<p>Problem of Practice</p> <p><i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i></p>	<p>If we are consistent with the explicit teaching of our Learning Circles and Bridge of Respect values to students, a common language across the school will enable our students to understand expectations for school behaviours, including readiness to learn behaviours using BSEM strategies.</p>		
<p>Key Action</p> <p><i>What key action will you undertake to assist you in achieving your engagement goal?</i></p>	<p>Continue the Millner School Student Engagement Plan (started in 2022) to cater to specific student interest and need, so that they can exercise student agency in participating and/or driving key mini actions within the school. This has resulted in increase in attendance and engagement in 2022 in targeted students.</p>		
<p>Implementation Outcomes</p> <p><i>What are the changes you expect to see in practice and/or behaviours of staff, students and community?</i></p>	<p>Staff</p>	<p>Students</p>	<p>Families/ Community</p>
	<ul style="list-style-type: none"> All teaching staff use Gradexpert to record positive and negative student incidents Explicit implementation of BSEM strategies of growth mindset, emotional intelligence, cultivating wonder, gratitude wall, personal strength & values, triage conversations All staff teach Learning Circles and Bridge of Respect language 	<ul style="list-style-type: none"> Participation in engagement sessions on Thursday morning Goals set and achievement of set goals through each Semester Students show evidence of BSEM strategies in the classroom and in the playground When heightened, students use taught strategies to de-escalate and regulate 	<ul style="list-style-type: none"> Scheduled and strategic community events through the year with students and staff participation Family interaction/engagement in social media posts

Our Targets for this goal and success in meeting them

- Decrease in negative incidents for identified students in Gradexpert- met
- Increase in attended days for identified students -not met
- Data in distance travelled surveys of BSEM strategies implemented in classrooms/school with students-met
- Increase in attendance of families at school/community events-met
- Increase in completed parent School Survey responses (46 in 2022, 24 in 2021, 29 in 2020)- met, 84 in 2023.

Overall reflection: how has your school's work in 2023 informed your focus for improvement in 2024?

2022 and 2023 were the implementation years for ReadWriteInc in Transition to Year 3, resulting in significant positive impact on students' decoding and reading abilities as evidenced in pre and post assessment data. During the same years, improving the rigour of our MM practice within the school as a goal resulted in staff recognizing their professional learning needs and the school leadership addressing those through personalized coaching, peer observations and networking.

In 2024, there is a need to refocus the Meaningful Maths approach into sprints that are data informed, timed and to give the rigour a platform to move students forward to the next stage. The RWI practice will continue as an embedded practice in the school.

The Berry Street Education Model will be used as a tool to address the 14% decrease in our 2023 student survey data on teacher-student relationship.

The above re-focused goals continue to address the 2020 school review recommendations of:

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- Developing an evidence based model for the wellbeing and socio-emotional needs of students
- Establishing clear meaningful targets and improvement plans and sharing this responsibility with all stakeholders
- Identifying an effective pedagogical model for Millner school students

Student Enrolment, Attendance and Learning

Enrolment and Attendance - Whole Year Attendance Rate

	2021				2022			
	Indigenous		All Students		Indigenous		All Students	
	Avg Enrolment	Attendance						
Preschool	10	50.6%	30	68.5%	8	61.6%	23	72.5%
Transition	13	76.9%	25	81.5%	9	54.4%	24	70.2%
Year 1	13	69.0%	18	74.9%	13	70.8%	22	77.0%
Year 2	8	79.4%	25	88.0%	12	64.7%	17	72.3%
Year 3	10	62.4%	23	77.9%	6	74.4%	18	83.7%
Year 4	8	70.8%	21	84.3%	9	55.1%	18	73.6%
Year 5	9	61.8%	21	81.2%	5	62.8%	15	77.2%
Year 6	11	62.4%	20	73.9%	12	63.3%	23	77.3%
Millner Primary School	82	67.7%	183	79.5%	74	63.7%	161	75.5%

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2023

NAPLAN results are to be published in the School Annual Report by as required by the Australian Education Act 2013, 77(2) (f):

NAPLAN Assessed Year 2023

Reading

	Average Scale Score	
	School	NT
Year 3	303	330
Year 5	390	427
All Year Levels	346	378

Writing

	Average Scale Score	
	School	NT
Year 3	312	335
Year 5	428	403
All Year Levels	370	369

Spelling

	Average Scale Score	
	School	NT
Year 3	306	315
Year 5	434	416
All Year Levels	370	365

Grammar

	Average Scale Score	
	School	NT
Year 3	268	328
Year 5	379	424
All Year Levels	324	376

Numeracy

	Average Scale Score	
	School	NT
Year 3	335	337
Year 5	409	416
All Year Levels	372	377

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 Design team (schoolsurvey.doe@education.nt.gov.au)

Please see attached 2023 Survey for a comprehensive look at our parent, student and teacher satisfaction with the school.

Audited Financial Statements

Please see attached Audited Financial Statements