

# Millner School

Annual performance report to the school community  
[2024]





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## School overview: context and focus for improvement in 2024

### 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.

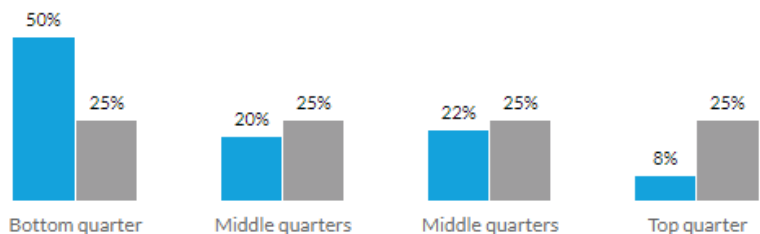
### Our Students

#### Student background

##### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	872
Average ICSEA value	1000
School ICSEA percentile	6

##### Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

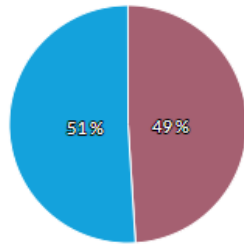
Percentages are rounded and may not add to 100

# Annual Performance Report to the School Community 2024

## Students

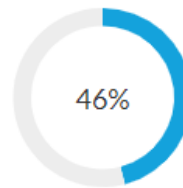
Total enrolments: 164

Boys 83  
Girls 81



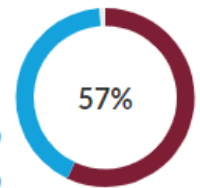
Full-time equivalent enrolments: 163.6

Indigenous students



Language background other than English

Yes (57%)  
No (42%)  
Not stated (1%)



## NAPLAN Assessed Year 2024

		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	5	22%	7	30%	11	48%	23	100%
	Writing	3	13%	4	17%	16	70%	23	100%
	Spelling	5	22%	6	26%	12	52%	23	100%
	Grammar	10	43%	6	26%	7	30%	23	100%
	Numeracy	4	17%	7	30%	12	52%	23	100%
Year 5	Reading	4	21%	7	37%	8	42%	19	100%
	Writing	5	26%	7	37%	7	37%	19	100%
	Spelling	5	29%	5	29%	7	41%	17	100%
	Grammar	4	24%	9	53%	4	24%	17	100%
	Numeracy	6	35%	8	47%	3	18%	17	100%

## Our Staff

FTE	Classification	Staff Member	Role
0.96	AO	Dawson, Fay	Special Education Assistant; Library
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	Digital Tech Teacher

## Annual Performance Report to the School Community 2024

0.8	AO	Andrews, Ben	ICT officer
0.6	CT	Sharon Gao	Preschool teacher
0.8	CT	Corinne Britton	Preschool teacher-in-charge
1	CT	Lilian Dalde	Class Teacher, Year Transition/1
1	CT	Trainor, Shandell	Class Teacher, Year Transition/1
1	CT	Smith, Leta	Class Teacher, Year 2/3
1	CT	Raico, Marie	Class Teacher, Year 2/3
1	CT	Sally Phillips	Class Teacher, Year 3/4
1	ST1	Mullucks, Sarah	Class Teacher, Year 4/5, RWI Semester 1
1	CT	Jatana, Rajveer	Class Teacher, Year 4/5, Semester 2
1	ST1 (Sem 1)/ST3 (Sem 2)	Arratta, Sheree	Specialist HPE/STEM, Engagement Plan
1	CT	Holloway, Louis	Class Teacher, Year 5/6
0.4	CT	Lesh, Korin	Visual Arts, T-6
0.6	CT	Latimer, Liz	Performing Arts, T-6
0.6	CT	Lana Howitt	Special Education Teacher
1	PH4	Fehoko, Afuhia	Maintenance Officer
1	PL4	Goveas, Jessica Noella	Principal
	Casual	Prichard, Taya	Preschool Assistant
	Casual	Costino, Jeanette	Classroom Support
	Casual	Ibtissam Khan	Classroom Support
	Casual (Sem 1)	Lea Ponseca	Classroom Support
	Casual (Sem 2)	Vanshika Kamboj	Classroom Support

### 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, Vietnam 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 2024:

- Kids as Teachers/open Classroom day (attended by 81 parents!)
- Harmony Day celebration
- ANZAC day
- School Concert with community food stalls
- Mother's Day Raffle
- Book Week Parade and week activities
- Science Week
- Fortnightly assemblies
- ReadWriteInc assemblies
- End of year awards
- Class parties with parents
- Year 6 Graduation
- Preschool graduation
- Sports Days
- 100 Days of Learning
- 3/4 Sleepover

The Millner School Council met monthly, on Wednesday morning. The Council has 5 members. In 2024, these positions were filled as follows:

Chairperson: Zablun Pingo

Secretary: Sheree Arratta

Treasurer: Lucas Hayden, supported by Megan Moss

Staff Representative: Sheree Arratta

Principal: J Noella Goveas

Invited guest: Joel Bowden/Justine Davis

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 regularly in 2024, led by Sheree Arratta. This group acts as an advisory group to the Principal and leadership team, liaise with Indigenous groups outside the school and provides feedback to school staff about wellbeing practices conducive to our Indigenous children and families.

## Principal's report

Millner School's focus for Improvement for 2024 continued from 2023, with a strategic focus on improving Maths outcomes for our students as well as improving teacher student trust relationships.

The following 2 goals were created through data obtained from the 2023 School Survey, parent feedback, staff input and overall student achievement data:

1. By the end of 2024, students will demonstrate growth in the mathematical knowledge and strategies in Transition-Year 6 through the implementation of 3 week sprints 3 times a semester using the Meaningful Maths (MM) approach (Linked to 'Strengthen Instruction for Young Territorians'- from Education NT Strategy 2021-25)
2. By the end of 2024, teacher-student relationships for students in Transition-Year 6 will be improved through the implementation of key Berry Street Education model principles (Linked to 'Engage every student in learning'- from Education NT Strategy 2021-25)

These goals were tracked frequently through explicit measures, 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 goals so that the work's focus during the year was sharp and narrow.

Millner School had particular highlights in 2024 (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 Territory Wildlife Park for their 2 day camp. Lou Holloway, Rajveer Jatana, Nikita Long and I accompanied the students for the whole time. Our 29 students shone in their time at camp, resulting in positive feedback from a number of camp staff and visitors—a proud moment for all of us.
- **ReadWriteInc:** continued in its third year at Millner School, with Sarah Mullucks and Sheree Arratta 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 grant (second year in a row) from Schools Plus assisted us in purchasing resources, supporting wages and professional learning. We added to this program, by running a 20 min daily intensive fast track tutoring session for students at risk, also resulting in stellar growth for all students.
- **All About Reading:** run by the Rev Bill Crews Foundation continued in its third 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. 20 students participated in the program, 5 days a week, for 1 hour each day. 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 2025.
- **BEAT choir 'Home':** Miss Leta and Miss Liz 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 1 night 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 program is set to continue in 2025.
- **Northern Territory Learning Commission:** Millner School's third 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 Sheree Arratta and the NTLC team in the DoE for their second year of success. The project that the Learning Commission worked on aligned with our ASIP goal of students being able to name and understand what a trusted adult at school can help them with.

- **Preschool:** Miss Corinne Britton led a very efficient Preschool team of teachers and support staff to cater to the increased enrolments with 2 very full Preschool groups, leading a fantastic Transitioning program, completing compliance checks regularly and liaising with key stakeholders and parents to ensure the growth in our Preschool is maintained and encouraged.
- **Chai-** School Wellbeing dog- completed his second year at Millner School through ongoing training with HeartDogsNT. Chai is handled by students who are trained and familiar with his needs and how to provide his services to other students in need. Chai spent Mon, Wed and Thur in 4/5 Jatana and 3/4 Phillips assisting with regulation, responsibilities and creating a sense of joy.
- **Maths Coach and Meaningful Maths:** Our resident Maths coach Marie Raico, led a very successful and productive year, building capacity of teachers in implementing a data driven Maths program across the school through onsite mentoring, team teaching, modelled lessons and observations with feedback. Marie Raico continued her rep work with the MM network diligently, showcased Millner School's targeted projects this year and has placed the school well, in the journey towards a Tier 4 school.

One of the most important and notable highlights of 2024 was our 2024 School Review, that resulting in a huge acknowledgement and celebration of the targeted work that has taken place at Millner School since the 2020 School review. Clear next steps were mapped out for staff to focus on for the next 4 years, of which some work has already well and truly begun. The school review was a tremendous positive reinforcement of the work done by Millner School staff, backed by the supportive community. The review summary is attached to this report.

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

## School priorities 2024

### 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<sup>1</sup>](#); 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.

## Strengthening instruction for young territorians

Strengthening Instruction Goal: To demonstrate growth in the mathematical knowledge and strategies of students in Transition-Year 6 through the implementation of 3 week sprints 3 times a semester using the Meaningful Maths (MM) approach

- **What was the school's Strengthening Instruction Change of Practice in 2024?**  
If we implement focused and explicit instruction using Meaningful Maths (MM) pedagogy in a data informed manner, then we will increase student understanding and achievement and understand any gaps in the learning process.
- **What were the school's Student Improvement Targets for this goal(s) and were they met?**
  - ✓ Show evidence of growth of 1 stage in 3 modules out of 9 within the Junior Assessment of Mathematics (JAM) for all students in Transition-Year 2 with an attendance rate of more than 60% : Yes, this was met by 85% students in transition and Year 1.
  - ✓ Show evidence of growth of 1 stage in 2 out of 3 strategy domains within the Global Strategy Stage (GLoSS) for all students in Year 3-Year 6 with an attendance rate of more

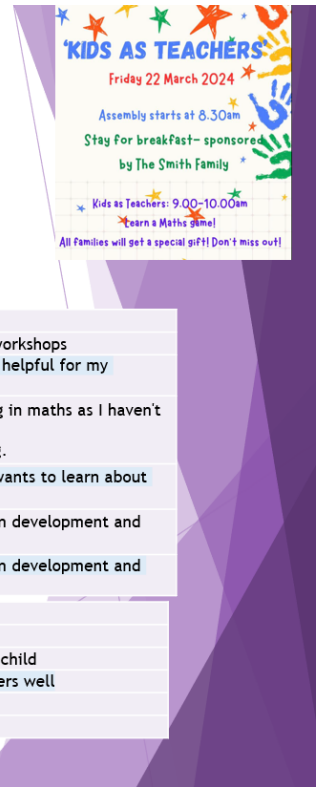
<sup>1</sup> <https://elearn.ntschoools.net/leading-system-improvement/education-nt-strategy-2021-2025>

than 60%- Yes, this was met by 78% students in Year 2 and Year 3, and 75 % of students in Years 4-6.

- *What Actions did the school undertake to achieve the Goal and Change of Practice?*
  - ❖ 3 week sprints x 3 per semester using MM data from end of 2023 as a starting point
  - ❖ Elastik to be used for data triangulation to record sprint data and track growth
  - ❖ Maths workshops for parents x 2 , workshop attendance resource created for home use
  - ❖ Targetted and rigorous assessments for all students with consistency in implementation
  
- *How is the work making a difference?*
  - ❖ The sprints provided teachers and students with accountability, clear targets and steps for improvement
  - ❖ The teaching of Maths became intentional and data driven, especially through the Maths coach
  - ❖ Parents have begun to become familiar with the way the school teaches Mathematical concepts as opposed to learning algorithms only
  
- *What are the gaps?*
  - ❖ New staff/teachers getting training and support in time to ensure rigorous, consistent teaching in the classroom
  - ❖ Year 5 NAPLAN results are below NT benchmark by a considerable percentage
  
- *What are the next steps for 2025?*
  - ❖ To continue the Maths coach role, ensuring new staff and staff needing support with planning and implementation are prioritised
  - ❖ To build capacity of an EC Maths coach within the school

*Overall reflection: how has the school's work in 2024 informed the focus for improvement in 2025?*

- ❖ Parent engagement and capacity building has set the tone for home support for improving student outcomes (see attached survey responses from parents)
- ❖ The Maths coach's capacity has been built to understand their role, and lead this work within the school, despite not explicitly being an ASIP goal in 2025.
- ❖ Teachers and support staffs' understanding of their efficacy in Maths explicit teaching and improved, leading to improvement in student outcomes as evidenced by school assessments.



Learning math online at home is very flexible, we can teach my child anytime. Thank you.	It helped <u>really well</u> with my child Helped good Very helpful
It helps my child learning so well.	I can see the clear improvement in my child education as sometimes she teaches us new things as well. I would <u>definitely</u> appreciate her teacher efforts.
Understanding more about math	
I am not <u>really aware</u> of it but my child is improving in Maths in a commendable way.	It helps to <u>develeop</u> my child learning skill.
Not applicable to preschool	He is getting better with Maths.
My child has come so far with this program and is feeling much more confident.	Xavier hasn't stopped talking about meaningful maths. <u>Definitely think</u> his improved
She is a very brought <u>child</u> and they help her to better understand	My child is now loving Math and the games that comes along with it
It is helping very well It helps very well	My child struggles a bit with Math. I can see she's beginning to understand but still needs a lot of improvement
It encourages them to learn new things	My child enjoys Math and all the games, she loves to go over them at home
Time efforts and confidence It helps my son in school an helps the parents to understand	It was good Count her 2 times table by singing out loud . Did not participate Na
She is very confident with her counting Thank you very much My child has improved on her maths skills	All is well My child is enjoying maths workshops the workshop has been very helpful for my daughter I'm not sure how she is doing in maths as I haven't had any feedback <u>as of yet</u> . I'm sure she'll be progressing. My childs comes home and wants to learn about maths. It has helped my child's brain development and calculations It has helped my child's brain development and skills Enjoyed the activities
if school add more days for pre school more helpful for <u>childen</u> .	This school perfect for every child My child can count the numbers well Nothing

## Engaging every child and student in learning

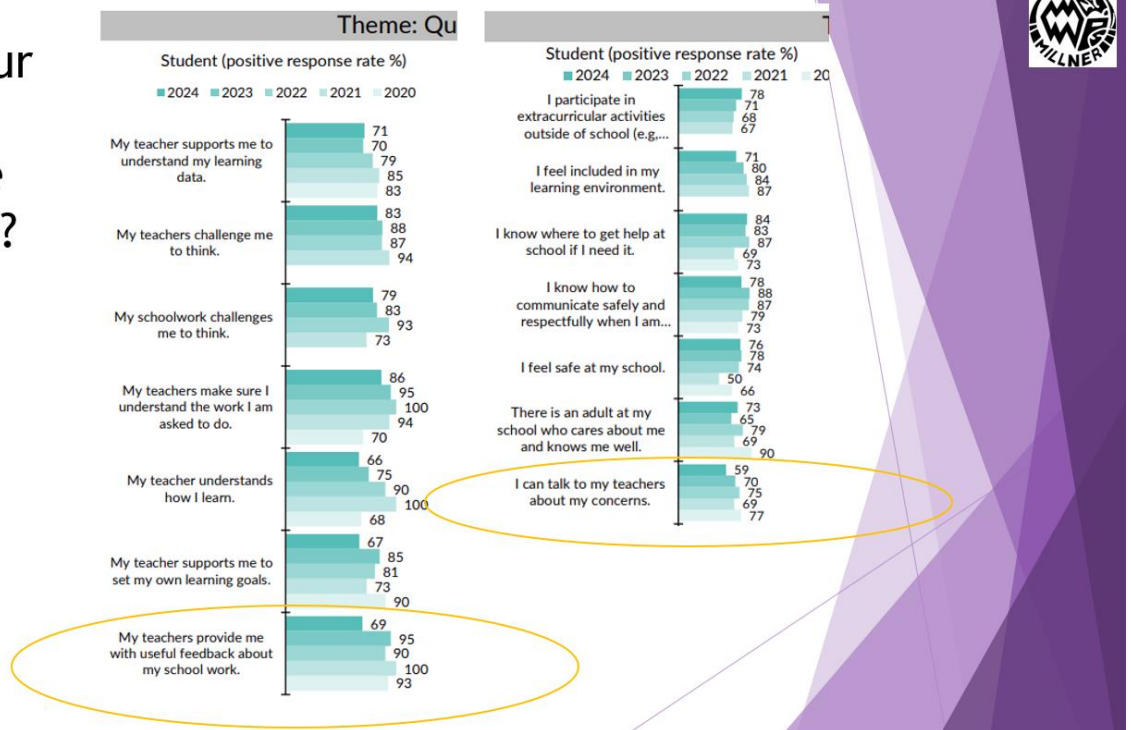
2024 Engagement Goal: To improve teacher-student relationships for students in Transition-Year 6 through the implementation of key Berry Street Education model principles

### What was the school's Engaging Every Child and Student in Learning Problem of Practice in 2024?

- ❖ If we explicit teach and model unconditional positive regard in all student interactions, then our students will have the confidence and knowledge to nominate chosen adults in the school that they can trust and build relationships with.
- **What were the school's Student Improvement Targets for this goal(s) and were they met?**
  - ❖ Increase positive student response to question 'There is an adult at my school who cares about me and knows me well' from Student Survey from 65% in 2023 to 80% by the beginning of T4, 2024. Yes- increase to 72.9% in 2024.
  - ❖ Increase attendance rate of 7 low attending, identified students in Trans-Year 6 by 1 %, by the end of Term 4, 2024- Yes, increase in all 7 identified students' attendance.
- **What Actions did the school undertake to achieve the Goal and Problem of Practice?**
  - ❖ Explicit teaching of identified BSEM strategies from Domain 2: Relationships and Domain 4: Engagement Focus area 1: Classroom relationships Focus area 2: Positive Emotions
  - ❖ Student-Adult check in procedure for wellbeing conversations and general check ins (4 diff students a term)
  - ❖ Student Survey T-3 conducted by neutral staff member to gauge 'trusted adult' data from EC students

- ❖ Strategic recruitment of 0.8 position of Performing Arts teacher, 0.4 position of Visual Arts teacher
- ❖ Scheduled 2 Aboriginal and Torres Strait Islander parent meetings a semester
- *How is the work making a difference?*
  - ❖ All students are able to articulate what a 'trusted adult' means, who their adult is at school, what they can do to help
  - ❖ Students are able to approach their trusted adult when unregulated and check in without prompting
  - ❖ Overall calm and regulated learning environments- also picked up by the School Review team as a commendation.
- *What are the gaps?*
  - ❖ 2024 student survey showed that area of feedback in their learning is lacking—this could have been addressed through the 'trusted adult' work.
  - ❖ Clear area of growth in ensuring students receive targeted feedback about their learning so that they can understand what they need to do as a next step.
- *What are the next steps for 2025?*
  - ❖ Focus on explicit steps of providing feedback to students in the form of understandable data about their reading. See attached image about how we have created our 2025 goals.
  - ❖ Ensure there is room within teacher planning for giving feedback to students that is very specific to their reading/literacy development

What are our 2025 goals?  
How did we make these?



Overall reflection: how has the school's work in 2024 informed the focus for improvement in 2025?

- ❖ The explicit teaching of trusted adult, helped student and staff understanding of student-teacher relationships, allowing for more meaningful dialogue.
- ❖ While there was a positive impact for teacher student relationships, the next step is to use this for everyone's benefit i.e. to further learning outcomes for our students and to improve teaching practices for our staff.
- ❖ It was a positive acknowledgement for staff to see the rewards of working hard on building relationships with students—see attached student survey comments.

## What does your trusted adult do to help you:

They are nice and easy to talk to and they help me in learning	She explains how to calm yourself down Help me when I'm down	Calm me down when I'm sad or upset
Mis lize	I can talk about my feelings	Teach's me and help me when I'm stuck or hurt
They help me when I am stuck on my work	Erm he or she solves my problem. I like that. Plus I like education. Yeah. That's it	Makes me confident to do stuff I never did To calm me down
If I'm sad she can tell me to go get a drink		Talk, like me,
Get started with some		Help me with something I don't understand Help me when I used to go to my old school
Checks if we're ok sometime	To work hard and to finish work that makes me feel like it's hard	Makes me comfortable
She help me at maths and another subject.	She helps me when I'm hurt	Listening they like me they let me go for a walk
Tod to me	Mr arratta	She supports me and she's a kind person
Carm me down		Learn
Makes me feel saf	Talk to me when I need help.	She make me feel so happy 😊
	When I am sad	Being nice
	Help me control my emotions	Play sports
	I need help my friend help me	Torch to me.
		My p.e teacher helps me with my mental health.

## School survey results: 2024 Millner School Survey Report

See attached school survey report. Click on link by 19/02. This report is also available as a separate document.

# 2024 NT School Survey Report

## Millner Primary School



## School Review: 2024 Millner School Review Summary





# Executive Summary

## *Commendations, Affirmations & Recommendations*

## Commendations

### Millner Primary School is to be commended for:

- The untiring commitment to and belief of the principal and staff that every student is capable of learning successfully.
- Leaders and staff systematically reviewing whole-school academic and survey data to develop the Annual School Improvement Plan with two clear goals.
- Developing and publishing succinct, measurable and achievable targets with end-of-year timelines that are known and rigorously actioned by leaders and staff.
- The growth in student literacy outcomes with the embedded implementation of Read Write Inc practices over two years.
- The strategic provision of release time to deliver a block of time for teams of teachers to analyse and discuss student data, monitor learning progress, adjust their teaching and intervene as required.
- Preserving and prioritising uninterrupted teaching and learning time through reducing whole-school announcements, late arrivals or early departures of students.
- Maintaining key partnerships that provide opportunities for students to gain additional experiences and resources not available within the school with all partners speaking highly of the outstanding work that is undertaken to maintain the integrity and quality of each partnership.
- Providing a welcoming and safe environment for parental interaction, and opportunities to extend learning at home to increase parental agency.
- The commitment of school leaders to support and provide Professional Learning that adds to the capability of teachers to improve student outcomes.
- The induction program tailored to meet the needs of each new teacher, the support they receive from their mentors.
- The strategic work undertaken by the principal in sourcing and supporting staff with identified specific expertise.
- The provision of opportunities for staff to participate in mentoring, coaching and peer observation.
- The implementation of trauma-informed practices that provides a positive learning culture where students can successfully learn.
- The happy optimistic feel to the school and purposeful learning observed in classrooms.
- The embedded use of high yield EAL/D teaching strategies across the school.

## Affirmations

### **Millner Primary School is to be affirmed for:**

- The implementation of the Assessment and Data Schedule and Meaningful Math Assessment Schedules to clarify what key data are to be collected, when, who and where data are to be stored.
- Purchasing the Elastik platform to assist leaders and teachers to deeply analyse and interrogate key whole-school and class data.
- The strategic engagement of an ICT and Communications Officer to maintain digital technologies hardware and software apps and support teachers to further develop their capability to teach this learning area.
- The deliberate focus on ensuring the student reports are visually attractive, and accessible to families.
- The effectiveness of the Seesaw App that improves communication between home and school, providing families with photos, videos, and work samples and an important communication platform.

## Recommendations

- Liaise with like schools and, as a staff, collaboratively develop and implement a Whole School Curriculum Plan that:
  - documents the three levels of planning for all learning areas, general capabilities and cross-curriculum priorities of the Australian Curriculum Version 9 and system approved curriculum for Pre-school,
  - acknowledges the multi-year context and diverse learner profiles,
  - documents differentiation for the full range of learners,
  - includes processes to monitor the horizontal and vertical alignment of curriculum,
  - aligns assessment processes with the curriculum plan to monitor student learning progress,
  - focuses on building students' disciplinary knowledge and skills to foster deep learning, and
  - includes community members working with the school, parents and other stakeholders to provide input into ways to make the curriculum relevant to the local community.
- Document the evidence-based, whole-school pedagogical approaches that build on the established pedagogies in Read Write Inc and Meaningful Maths.

## Audited financial statements