2015 School Report

Millars Well
PRIMARY SCHOOL
Friendship and Achievement
The 2015 Millars Well School Report provides parents and the wider community with information about our school, the learning programs we offer and the performance of our student population. The report identifies our many successes and achievements, as well as areas we hope to improve.

2015 saw a great deal of change with regard to our physical school environment and staff changes. In response to our 2014 School Community Survey results, we worked tirelessly to improve the physical appearance and learning environment of our school. Upgrades included improvements to our school administration building, our pre-primary rooms and the creation of a new conference room to facilitate collaborative network partnerships across Pilbara schools. We upgraded our library with new shelving and soft furnishings to make the space more attractive and to encourage student engagement and enjoyment of reading.

We successfully applied to the City of Karratha for a grant to landscape the front of our school, creating an Indigenous and water-wise garden. We successfully lobbied to upgrade our school car park, widening parking spaces, remarking lines and resurfacing the carpark entrance. Along with a significant amount of repainting to freshen up our doors and wet areas, we purchased new desks and chairs for our students.

After much interest and consultation, we upgraded our school logo and uniforms. These changes have been very well received by students, parents, staff and the broader Karratha community.

We worked very closely with existing and new staff members to strengthen our collaborative partnerships with each other, our parents and other teachers in the Karratha Network of Schools. Our high expectations, quality teaching, staff leadership development, home-school partnerships and resources were keys to our collective successes throughout the year. Our focus for school improvement was the development of Professional Learning Communities within our school and we began our transition to becoming a Positive Behaviour School.

In 2016, our staff and school community would like to apply to become an Independent Public School. In preparation for this, we have identified four Key Areas for School Improvement. These will include:

1. Effective and high quality teaching;
2. Engaged and successful students;
3. Meaningful community relations; and
4. Transparent and timely governance.

Many thanks to the staff, students, School Council, P&C and community members for their continued support. Without this level of support and commitment, it would be difficult to sustain such positive school improvement and student outcomes.

I hope you find this report to be a practical and informative summary of our 2015 school year. If you wish to seek any additional information, this can be found at our school website http://www.millarswellps.wa.edu.au and at http://www.det.wa.edu.au/schoolsonline.

Yours Sincerely

Erin van der Sluys
2015 Acting Principal (Terms 1-3)
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SECTION 1: SCHOOL OVERVIEW

School Context

Millars Well Primary School is a coeducational government school which opened on the 13th July, 1981. It is located in the suburb of Millars Well in the City of Karratha and is approximately 1700km north of Perth. The school is a member of the Pilbara Education District and one of twelve schools in the Karratha Network.

The City of Karratha is dominated by mining interests (namely salt, iron ore and natural gas), and boasts a solid infrastructure. The school draws children from families mainly working for mining companies and their associated contractors, government employees, Australian Army and private enterprise.

The school’s catchment area includes many new housing developments within Baynton and Millars Well. Students and their families are from a diverse cultural background including Aboriginal and Torres Strait Islanders as well as a number of overseas families.

Strong and positive relationships exist between the school, its parent body and the broader school community and the school has a very supportive P&C.

Millars Well Primary School is a popular choice for many families arriving in town and is recognised for the excellent way it supports all students; including those with special needs and those from diverse backgrounds.
Staff Profile
As a Level 5 school, Millars Well PS has a non-teaching Principal, a Deputy Principal, a School Officer and a Manager of Corporate Services in the administration area. The number of teachers involved in the Kindergarten to Year Six program is sixteen.

The school offers a number of specialised teaching programmes and has subject specific teachers for Visual Arts, Physical Education and Science. Staff members also include Special Needs Assistants, an Aboriginal Islander Educational Officer, Educational Assistants and a Library Officer.

Based on need and innovative timetabling, the school utilises internal and external Professional Development Coaches to support teachers across the school.

<table>
<thead>
<tr>
<th></th>
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<th>AB’L</th>
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</thead>
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<tr>
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<tr>
<td>Other Teaching Staff</td>
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<td>14.9</td>
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<tr>
<td>Clerical / Administrative</td>
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<tr>
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<td>0.7</td>
<td>1</td>
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<td>5.2</td>
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<tr>
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<td>31</td>
<td>24.6</td>
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Workforce Planning
Millars Well PS is well recognised for its distributed and shared leadership framework which supports continuous learning and the development of curriculum experts across the school.

In recent years, the school has experienced a very high turnover of staff. While some staff have returned to larger city centres to be close to family and friends, many have left our school to accept promotional positions. Succession planning has been a key to the success of our whole school programs and the development of new staff.

Where possible, new staff are placed strategically alongside an experienced school buddy and provided with flexible opportunities to be mentored and coached. A school culture of acknowledging and sharing collegial expertise and knowledge is fostered and a school coach provides time for teachers to observe and learn from each other.

We continue to create and support our staff to carry out leadership responsibilities within the school and across the Karratha Network. The school budget allows for sharing and mentoring opportunities and many of our teachers have led Karratha Networks and/or organised presentations to teachers from local schools during School Development Days.
Teacher Professional Development

In 2015, the school took a unique approach towards professional development. This was based on the following principles:

1. Professional development should be intensive, ongoing and connected to practice;
2. Professional development should focus on student learning and address the teaching of specific curriculum content.
3. Professional development should align with school improvement priorities and goals.
4. Professional development should build strong working relationships among staff.

“Research suggests that professional development of 14 hours or less has no effect on student learning, while longer-duration programs with ongoing support show positive and significant effects on student achievement.”
US National Staff Development Council

We created the role of a school-based coach to facilitate, support and deliver internal professional learning. This included peer observations, mentoring and induction programs for new teachers and coaching.

All teaching staff participated in a newly devised Performance and Development process linked to self-assessment and the AITSL Professional Standards for Teachers. Our vision has been to produce life-long learners by making our school a learning environment for everyone.

School Strategic Plan

Although not yet an Independent Public School (IPS), in 2015 we began preparations to apply for IPS status.

Teachers have been widely encouraged to participate in school decision making and as a staff, we studied the evidence behind Professional Learning Communities (PLC’s) to improve school performance. This research, along with four priority areas will form the essence of our new School Strategic Plan. The priority areas we identified include:

1. Effective and high quality teaching;
2. Engaged and successful students;
3. Meaningful community relations; and
4. Transparent and timely governance.

This plan will be finalised in 2016 and aims to provide our school with clear direction for the future.
Student Enrolment Data

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<td>Primary (Excluding Kin)</td>
<td>425</td>
<td>324</td>
<td>289</td>
<td>258</td>
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<tr>
<td>Total</td>
<td>425</td>
<td>324</td>
<td>289</td>
<td>258</td>
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</table>

A number of factors have contributed to lower student numbers at Millars Well Primary School. The opening of Baynton West Primary School in 2013 alleviated primary school enrolment pressure in Karratha. The refinement of new catchment zones saw many families move to Baynton West. In 2015, Year 7 students moved into high school, which again contributed to lower student numbers. The current local economic downturn has also influenced the current enrolment picture. Please note, these figures do not include our Kindergarten students.

Student Attendance Data

Attendance has shown steady improvement at MWPS in recent years for non-aboriginal students and a slight decline in aboriginal students. Importantly there has been a decline in the number of students who have been listed in the moderately and severely “At Risk” categories. Whilst overall attendance has improved, there will be a focus on aboriginal student attendance in particular next year. The automated school SMS system will assist to monitor the attendance of all students. In addition to this, staff have been requested to closely monitor all students regarding attendance and follow up reasons for absenteeism with parents and carers.

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<td>Like</td>
<td>WA Public Schools</td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>Schools</td>
<td>Schools</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>92.4%</td>
<td>93.2%</td>
<td>93.7%</td>
</tr>
<tr>
<td>2014</td>
<td>92%</td>
<td>93.2%</td>
<td>93.2%</td>
</tr>
<tr>
<td>2015</td>
<td>93.1%</td>
<td>93.4%</td>
<td>93.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aboriginal Attendance</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Like</td>
<td>WA Public Schools</td>
<td></td>
</tr>
<tr>
<td>Like Schools</td>
<td>Schools</td>
<td>Schools</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>85.2%</td>
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<td>80.7%</td>
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<td>2014</td>
<td>83.9%</td>
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</tr>
<tr>
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<table>
<thead>
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<tbody>
<tr>
<td>School</td>
<td>Like</td>
<td>WA Public Schools</td>
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</tr>
<tr>
<td>Like Schools</td>
<td>Schools</td>
<td>Schools</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>91.4%</td>
<td>93.1%</td>
<td>92.6%</td>
</tr>
<tr>
<td>2014</td>
<td>90.4%</td>
<td>92.9%</td>
<td>92.1%</td>
</tr>
<tr>
<td>2015</td>
<td>91.1%</td>
<td>93.1%</td>
<td>92.7%</td>
</tr>
</tbody>
</table>
Student Achievement Data

Our school has shown steady progress when compared to like-schools in recent years. Our results indicated low-progress low-achievement in 2012, high-progress and high-achievement in 2013 and 2014 and high-achievement low-progress in 2015.

Considerable investment in whole-school numeracy, spelling and writing programs have been established as well as the strengthening of collaborative teacher relationships.

Our Early Childhood ‘On-Entry’ results have improved every year since 2012 due to an intensive ‘Letters and Sounds’ program and ‘First Steps’ numeracy program.

In 2016 an intensive reading intervention program will be established across the school to support students performing below the reading benchmark. The ‘Talk for Writing’ program will also be introduced to provide a systematic approach to whole-school writing instruction.
School Council
The School Council saw the appointment of several new members and is to be congratulated for their achievements throughout the year. Members included Erin van der Sluys (Principal), Astrid Morgan (Deputy Principal), Karen Hancock (P & C President), Gareth Michael (Parent), Dersiree Taverner (Parent) and Nicole Turner (Parent).

This year, the School Council managed a number of school priorities. Specifically, they:
- Endorsed significant changes to the school logo and uniforms
- Voted in favor of becoming an Independent Public School
- Endorsed the school’s Priority Areas and Strategic Plans
- Endorsed the school budget including significant spending on improvements to school buildings and furniture
- Supported measures to improve the school’s health and safety measures

Sincere thanks are extended to everyone for their continuous support.

P & C
The P & C support students, parents and staff in the school. They administer the canteen and uniform shop as a service to the school. Funds from P & C activities are directed into the school increasing resources such as reading books, play equipment and class rewards.

This year, the first P & C meeting began with over 25 members in attendance and has been extremely active in 2015. Specifically, the P & C has managed a highly effective canteen and uniform shop, assisted in the successful application of grants and provided funds for a number of school resources. Achievements include:
- Working with Deputy Principal, Astrid Morgan, to apply for an Annual Community Grant Scheme. The school received $19,524 towards landscaping an Indigenous and Water-wise garden at the front of the school
- Sourcing the donation of two new ovens for the canteen from Apex
- Sourcing donations of kitchen appliances for the canteen from Karratha City Shopping Centre
- Funding the purchase of an iPad Trolley $2,900
- Establishing an online canteen and uniform shop for families
- Providing the school $3,047 to purchase the Reading Eggs Online Resource
- Forming a Nature Play Committee

This year, the P & C uniform shop coordinated the purchase and supply of new school uniforms. They have done a wonderful job resulting in a smooth transition to new uniform design to be introduced at the beginning of 2016.
Marketing

Millars Well Primary School seeks to promote the work of our school in the wider community and sustain current enrolment numbers. Our marketing strategy is designed to promote our brand to multiple audiences including present families, prospective enrolments, future employees and the wider community. In 2015, we achieved this by:

- Formally updating our school logo
- Modernising our school and sports uniforms
- Designing a new staff polo shirt and name badges
- Redesigning our school website
- Redesigning our school newsletters
- Updating our school enrolment packs
- Updating our School Report format
- Renovating the front entrance of our school
- Repainting external doors and refurbishing the school library
- Improving school grounds including carpark improvements, reinvigorating garden beds and landscaping the front entrance to the school
Facilities Use and Development

The school is committed to enhancing the facilities and grounds within the constraints of our budget. In 2015, a number of facility improvements have been undertaken including:

- Repainting our pre-primary classrooms.
- Installing new kitchens in our pre-primary classrooms.
- Renovating the front entrance to the school’s administration building.
- Repainting and refurbishing the school library.
- Refurbishing the school staff room.
- The creation of an Indigenous themed conference and meeting room.
School Opinion Survey

At the conclusion of 2014, our school community was surveyed allowing parents/caregivers, students, and staff an opportunity to have their say about what our school does well and how our school could improve.

This survey was integral to many of the goals we set and school improvements we made in 2015.

Specifically, we invested substantial time and resources to improving our school buildings. Upgrades and maintenance were carried out to our pre-primary, school administration and library buildings. In addition, we landscaped the front of our school, improved our parent car park and repainted our classroom doors, dramatically improving the appearance of our school.

In order to align ourselves with evidence-based and Department of Education endorsed school behaviour management, our school began a journey to become a ‘Positive Behaviour Support School’. Generally, behaviours throughout the year were outstanding.

Positive parent feedback outlined in our survey indicated that:

- Teachers had high expectations of students
- Parent-teacher relationships were strong
- Children enjoyed coming to school

<table>
<thead>
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<th>Rating</th>
<th>Score</th>
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</tr>
<tr>
<td>Agree</td>
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</tr>
<tr>
<td>Neither agree nor disagree</td>
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</tr>
<tr>
<td>Disagree</td>
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</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>N/A</td>
<td>Null</td>
</tr>
</tbody>
</table>
SECTION 2: LEARNING AREA REPORT

Highlights 2015

Student Leadership Highlights
- Leadership Day at Dampier Camp School
- Fundraising Fridays
- Next Step Conference at St. Luke’s
- World Vision Free Dress Day
- Book Character Dress up Day
- ANZAC Service
- Fortnightly Prefect Assemblies
- Sustainability Initiatives

Mathematics Highlights
- ‘10 a Day’ Whole-School Mental Mathematics
- ‘120 Days of School’ Celebration
- Improved use of Interactive Whiteboard for Mathematics warm-ups
- Teacher mentoring and peer observations in Mathematics teaching
- Consistently improving ‘On-Entry’ results in Early Childhood Numeracy.

English Highlights
- Karratha Young Writer’s Competition
- Book Week Assembly
- Character Dress-up Day
- Parent Guided Reading sessions
- Karratha Young Writers Competition

Science and Technology
- Science Week Assembly
- School Garden
- Lego Robotics Program
- iPads lesson integration
- iPad narrative animations
- Showcasing of iPad and Robotics Program at the Parent Open Night
- Use of ‘Connect’ online learning from Pre-Primary through to Year 6
The Arts
- School of Instrumental Music (SIM) Program
- Year 1/2 Christmas Carol Performance
- Classroom teacher music mentoring program
- Clay work and printmaking

Physical Education
- Senior Sports Program
- Daily Fitness
- Cross Country
- Adidas Fun Run
- T20 Interschool Cricket competition
- Interschool Carnivals (Runners up)
- Swimming Lessons
- Various sport workshops

Health and Wellbeing
- Positive Partnership School transition
- ‘Walk Safely to School’ day
- ‘Walk Over October’ day
- Paths (Promoting Alternative Thinking Strategies
- Year 6 Camp
- Staff First Aid Training
- Kindergarten Vegetable Garden
- School/Community Garden
- Crunch and Sip Program
- Captain Clean-up Incursion
- Constable Care Incursion

Humanities
- ANZAC Service
- NAIDOC Day
- Year 3/4 excursion to view Aboriginal Rock Art at Hearson’s Cove
- Establishment of a Native Indigenous Garden
- Australian Army Incursions
Community

- Mother’s Day Pampering
- Father’s Day Barbeque
- Attendance Reward Day
- Indigenous Morning Teas
- P & C Disco
- Saint John Ambulance Incursion
- Karratha Firefighters Incursion
- Year 6 Graduation
- End of Year Concert
## Financial Management Data

### Millars Well Primary School
Financial Summary as at 3 February 2016

#### Revenue – Cash vs. Budget vs. Actual

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<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
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<tr>
<td>Charges and Fees</td>
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<td>Fundraising/Donations/Sponsorship</td>
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<td>Commonwealth Gov. Revenue</td>
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<tr>
<td>Other State Gov./Local Gov. Revenues</td>
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<td>Other</td>
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<td><strong>Total Locally Raised Funds</strong></td>
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<td><strong>Opening Balance</strong></td>
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<td><strong>Student Centred Funding</strong></td>
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<td><strong>Total Cash Funds Available</strong></td>
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<td><strong>Total Salary Allocation</strong></td>
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</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$907,725.00</td>
<td>$951,471.79</td>
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#### Expenditure

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<tr>
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<th>Actual</th>
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<tbody>
<tr>
<td>Administration</td>
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<tr>
<td>Lease Payments</td>
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<td>Utilities, Facilities and Maintenance</td>
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<td>Buildings, Property and Equipment</td>
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<td>Transfer to Reserve</td>
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<td>Other Expenditure</td>
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<td>Payments to CO, Regional Office and Other Schools</td>
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<td><strong>Total Expenditure</strong></td>
<td>$907,725.00</td>
<td>$710,112.58</td>
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#### Cash Position as at: 3 Feb 2016

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<th>Description</th>
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<tbody>
<tr>
<td>Bank Balance</td>
<td>$441,545.05</td>
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</tbody>
</table>

Made up of:
- General Fund Balance: $241,359.21
- Deductible Gift Funds: -
- Trust Funds: -
- Asset Replacement Reserves: $209,058.09
- Suspense Accounts: 42.75
- Cash Advances: -
- Tax Position: $8,915.00

| Total Bank Balance                 | $441,545.05 |
SECTION 3: SCHOOL IMPROVEMENT AND PLANNING
In 2015, staff spent a considerable period of time identifying priority areas. These areas of improvement will be addressed in our Strategic Plan in 2016. They include:

Effective and High Quality Teaching

- Building staff Capacity
- Quality curriculum implementation
- Use of relevant strategies and resources

Engaged and Successful Students

- Differentiating the curriculum
- Developing the ‘whole child’
- Providing a safe and supportive learning environment
- Ensuring staff promote and teach a range of virtues and values

Meaningful Community Relations

- Public relations and marketing
- Parent engagement
- Interacting with the wider community

Transparent and Timely Governance

- Effective management of human, physical and financial resources
- If selected to become IPS, developing a high functioning School Board
Millars Well Primary School
45 Gawthorne Drive
Karratha, Western Australia, 6714
08 9185 2400
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www.millarswellps.wa.edu.au