

# Milperra Public School Annual Report



2016



2560

## Introduction

The Annual Report for **2016** is provided to the community of **Milperra Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lisa Stipanovic

Principal

### School contact details

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### Message from the Principal

Milperra Public School continued to explore a myriad of pathways to learning and it has been a year of excellence, innovation, success and opportunity. This Annual Report showcases how the school aimed high in many areas. I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

One focus on digital learning, creativity and innovation was the second year of facilitating the 'Milperra Innovation Creative Experience' MiCX Centre, a room based on cutting edge environmental design and modern iPad technology. Students responded with enthusiasm led by effective teaching based on quality learning. Programs such as digital art, coding and three dimensional construction and design are just some examples of the activities.

Public Speaking also featured prominently this year for Kinder to Year 6. A highlight of the Public Speaking program was entry into the Premier's Debating Challenge and students made it to the finals of the Multi-Cultural Public Speaking competition. Years 5 and 6 attended the leadership camp at Milson Island Sport and Recreation Centre. A highlight in the school's curriculum is sport where students have excelled both individually and in teams. Students have risen to Regional and State levels in their chosen sport.

The Junior and Senior Choirs have performed with confidence over the year, their singing was fantastic and the Senior Choir harmonies were exceptional. Students had a voice in the SRC and students from Kinder to Yr5 were elected onto Council.

Outstanding academic performance of students in the NAPLAN results were evident in the areas of Literacy and Numeracy. The school offered a number of events for the school community. Education Week, Science Day, Twilight Markets and events, Parent P&C meetings have brought the school and community together. The 'Positive Behaviour for Learning' PBL program continued with a successful implementation of a positive reward system. 2016 has been an outstanding and exceptional year for staff, students, parents and the school community.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Lisa Stipanovic

Principal

## School background

### School vision statement

Our vision is to enable students to become successful 21st Century learners, confident, resilient and creative individuals; and informed citizens through equity and excellence in education. Every student will have the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and dynamic school environment, supported by our strong school community partnerships.

### School context

Milperra Public School is in South West Sydney with 257 students. The number of students from non-English speaking backgrounds has remained at 18%. Due to its unique history as a soldier settlement school for the children of returned servicemen, Milperra Public School is able to draw on a strong community commitment in both scholastic and sporting ventures. The school aims to provide quality teaching and learning, up to date technology in a stimulating, secure and pleasant environment where children are encouraged to develop to their full potential for learning in the 21st Century.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of *Learning*, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the changes we have seen in the ways students are relating to each other and, importantly, in the increased engagement in learning. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions.

Our major focus in the domain of *Teaching*, has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. The importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy highlights a teaching culture that is moving student learning to a new level. Importantly, staff are developing evidence-based practice through their reflections and evaluations of our collective work.

In the domain of *Leading*, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school, especially within the student body. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

High expectations of quality student learning.

### Purpose

To engage students in meaningful, challenging, future-focused learning experiences to achieve their full potential as a learner, a leader and a responsible and productive citizen. To create an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles.

### Overall summary of progress

Milperra Public School students were engaged and inspired to be active learners. Their personal learning goals were established, monitored and reviewed. The TEN 'Targeting Early Numeracy' program continued to be implemented in the K to 2 classrooms. Students applied number strategies and processes and achieved positive results. The progress was monitored and students moved along the Numeracy Continuum. The TOWN 'Taking Off With Number' program was implemented in Stage 2 Yr3 and Yr4. Students applied strategies and processes and achieved positive results. Students achieved positive English, Mathematics and Science results across the school.

Staff teams collaboratively planned differentiated programs using elements of the Quality Teaching Framework. This supported accreditation practices aligned to the Australian Teaching Standards.

Embedded formative assessment informed collaborative planning and enquiry learning practices.

Collaborative and engaged learning practices have been built into our learning culture.

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school contexts. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Increased percentage of students achieving proficiency in Literacy and Numeracy.</li></ul>	<ul style="list-style-type: none"><li>100% of students assessed and plotted on the Literacy Continuum using PLAN software.</li><li>On alert learning, Learning Intentions and Success Criteria and short term goals implemented into every classroom to facilitate formative assessment practices and drive student centred learning.</li></ul>	\$1000 Professional Learning Funds
<ul style="list-style-type: none"><li>Increased percentage of students across the school being acknowledged and rewarded for displaying positive behaviour.</li></ul>	Whole school explicit PBL lessons were taught around the core foci – safe, respectful learners. The whole school behavioural expectations matrix was taught and signage was created for the school grounds to reinforce the lessons. Expected behaviours for each defined school area in line with the rules and used clear, concise positive language. A whole school passport reward system was implemented and students were recognised at a Reward Day.	Resources, \$1000 Socio Economic funds.
<ul style="list-style-type: none"><li>Increased percentage of Aboriginal students, low socio-economic students and English as an Additional Dialect (EALD) students achieving proficiency in Literacy and</li></ul>	<ul style="list-style-type: none"><li>100% of Aboriginal students with Personalised Learning Pathways addressing literacy and numeracy projects.</li><li>EAL/D students meeting stage expectations in Speaking and Listening.</li></ul>	\$500 Aboriginal Education Funds  \$9082 English Language Proficiency Funds

## Next Steps

- Student Learning: Continue to improve on Assessment and Reporting strategies including formative and ongoing assessment. Students creating personalised learninggoals to self-assess and engage in peer and teacher feedback.
- Build on the PBL approach in classrooms and move towards use of school values and displays in all classrooms. Review school discipline policy, procedures and systems.





## Strategic Direction 2

Dynamic teaching and leadership.

### Purpose

To implement a whole school systematic delivery of quality teaching. To build capacity through professional learning in which staff members are engaged in ongoing, relevant practice at an individual and collaborative level.

### Overall summary of progress

The focus in 2016 has been on continuing to build teacher and leadership capacity in delivering high quality teaching and learning programs. The implementation of the Performance and Development Framework and Performance and Development Plans has ensured teacher capacity building is linked with the Australian Professional Standards for Teachers and supports accreditation at all levels.

Based on the research of Professor John Hattie, a key professional learning focus in 2016 was having the whole staff trained in quality formative and summative assessment practices to assist in achieving this strategic direction and improving student learning outcomes, in particular in literacy.

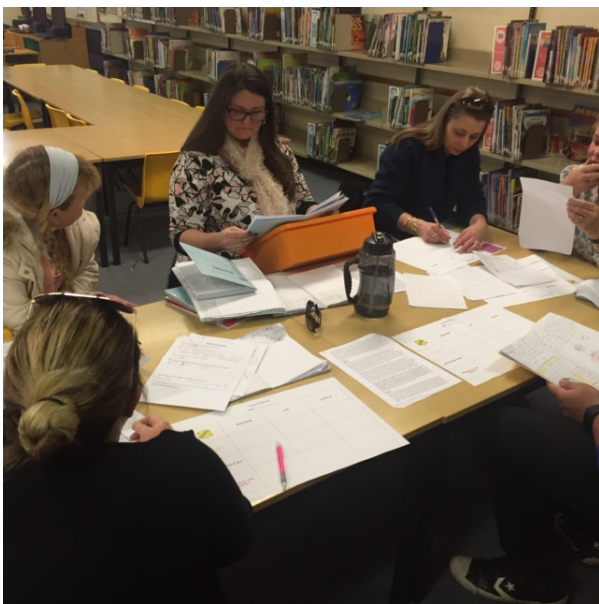
In student leadership, Stage 3 students were trained in leadership and attended the leadership camps and leadership programs. The SRC was implemented for K–5 student representatives and students led a range of activities including market stalls, school Assemblies, P&C events, playground initiatives linked to PBL. The Life skills program was reintroduced to the school community to further enhance leadership capacity.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Increased levels of professional learning, collaboration and dialogue among teachers.</li></ul>	<ul style="list-style-type: none"><li>Weekly stage based collaborative planning sessions taking place with a focus on Consistent Teacher Judgement.</li><li>Spiral of inquiry embedded with a focus on Writing.</li><li>All educators actively participated in the Visible Learning Foundation Day to develop knowledge, skills and understandings in John Hattie's research.</li><li>Executive team developed an Action Plan for the whole school through participation in two 'Evidence into Action' professional learning days.</li></ul>	\$10, 000 Visible Learning – Professional Learning Funds
<ul style="list-style-type: none"><li>All teachers meet the Australian Professional Standards for teachers.</li></ul>	<ul style="list-style-type: none"><li>100% of teaching staff developed 3–5 professional goals within their Performance and Development Plans. Each goal aligned to the Australian Teaching Standards.</li><li>Accreditation workshops for teachers (proficient and maintenance).</li></ul>	\$1000 Professional Learning Funds
<ul style="list-style-type: none"><li>Increased percentage of staff and students undertaking leadership roles and responsibilities.</li></ul>	<ul style="list-style-type: none"><li>100% of Stage 3 students participating in the Life Skills program and leading an initiative.</li><li>Peer Support program operating in Stage 2 and 3.</li><li>Five classroom teachers seeking leadership opportunities and leading a whole school initiative.</li><li>School Prefects attended the 'Leaders of Today and Tomorrow' conference.</li><li>Student Representative Council led a myriad of activities across the school and attended regular meetings to complete various projects.</li></ul>	\$500 Professional Learning Funds

### Next Steps

- Engage the whole staff in data collection and tracking systems to enhance our focus on impact and to plan ongoing student learning growth. Utilising PAT tests, Spiral of Inquiry and a greater focus on formative assessment.
- Whole staff will undertake professional learning in Visible Learning Plus aligned with the research of John Hattie to enhance their teaching pedagogy and support ongoing student learning growth.
- Engage the Kids Matters training to enhance the school's student wellbeing policy and support the current PBL framework.



## Strategic Direction 3

Successful partnerships and systems.

### Purpose

To implement effective systems which are clear and reflect local and systemic priorities. To build quality partnerships with the whole school and wider community that maximise student engagement and achievement.

### Overall summary of progress

The school used a strategic system of communication for all staff and community using: an informative Newsletter, School E–News notifications, Website, staff weekly updates to engage and inform the school community.

Parents were consulted and involved in implementing the PBL positive reward system. The 'Behaviour Expectations Matrix' was further developed and taught explicitly to the students. The P&C continued to work closely with the school in providing funds and resources for the further development of the MiCX, digital printers, iPADS and other technology. The school engaged students, teachers and parents in communication and engaging parents in supporting their child's education. Teachers set up various modes of communication and meetings through the 'Boomerang Folder', meetings, interviews, student learning goals meetings, student learning plans, parent/teacher and student review meetings.

Learning and support team processes have improved early identification and intervention in providing more focused support to individual students in partnership with parents.

There was a consistently high level of parent and community involvement and attendance at school events—Grandparents Day, Class and Special Assemblies, Choir performances, Education Week, Father's Day Science afternoon and many more. The P&C worked in partnership with the school and held events to raise funds and promote the school – discos, Milperra Movie Night under the stars and Night Market, Stalls, barbeques and fund raising activities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Increased percentage of school community participation, consultation and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>An increase of 40% of parents and community members attending school Open Day.</li> <li>15 new members to the P&amp;C Committee</li> <li>P&amp;C donated a range of technology to enhance student learning outcomes (iPADS, Three–Dimensional Printer, funds for new Kids Matters Program).</li> </ul>	NIL
<ul style="list-style-type: none"> <li>Increased percentage of parents engaging purposefully in supporting their child's education and in the life of the school.</li> </ul>	<p>Parents were consulted and involved in student review meetings for students with disabilities and learning difficulties. A high majority of parents attended the 'Meet the Teacher' and 'Parent /Teacher' Interviews.</p> <p>A high majority of parents supported the school and their child's education through parent helper programs in reading, sport and in the classroom.</p> <p>Parents communicated regularly through homework and communication folders.</p>	NIL
<ul style="list-style-type: none"> <li>Increased percentage of parents of Aboriginal students, low socio–economic students and English as an Additional Dialect (EALD) students engaging purposefully in supporting their child's education and in the life of the school.</li> </ul>	<ul style="list-style-type: none"> <li>100% of Parents and Carers attending Personal Pathway meetings</li> <li>EAL/D Program: Parents provided comprehensive reports on student progress.</li> </ul>	\$500 Aboriginal Equity Funds



## Next Steps

- Parent representation on all of the key focus areas to add value to the strategic planning process ensuring a strong, positive and strategic approach to the progress of the school. Conduct parent workshops on academic focus areas and 'Healthy Heads and Healthy Hearts' program.
- Every staff member will contribute to school planning and actively participate in monitoring the projects to support their own professional learning and impact on student learning.
- Continue to promote Milperra PS and communicate with the school community by using more forms of digital technology including Facebook, Twitter and Edmodo. Implement social media platforms as a method of communication and promotion of school activities.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Our Aboriginal students, participated in the Belonging program run through a community of schools in the East Hills area. The program, aimed at celebrating Aboriginal culture through art and storytelling, provided a wonderful opportunity to connect with students from other schools and participate in team building activities. Through the collaborative process, our Aboriginal students, their teacher and caregivers discussed, planned and set goals when creating an Individualised Learning Pathway plan to guide on-going learning and strategies to achieve identified educational and emotional goals.	\$5879
<b>English language proficiency</b>	The EAL/D role was extremely successful. Oral and written language skills have improved for students on EAL/D program.	\$9082
<b>Low level adjustment for disability</b>	All students who were identified as having additional learning needs were discussed at learning support team meetings and accessed programs such as social skills program, School Learning and Support officer time.	\$86023
<b>Quality Teaching, Successful Students (QTSS)</b>	All supervisors had QTSS time scheduled as part of their weekly Release from Face to Face teaching. Supervisors worked with each member of their team using their PDPs as a basis for the mentoring.	\$18080
<b>Socio-economic background</b>	Professional learning funds utilised to support teachers with formative assessment practices, demonstration lessons and feedback to improve instruction and student learning outcomes.	\$12381

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	117	121	118	123
Girls	130	125	117	109

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.6	95.5	96.6	93.8
1	96	94.3	93.5	95.2
2	94.7	94.8	92.8	94.6
3	94.6	95.4	94.5	93.5
4	94.8	94	95.4	95.5
5	93.9	94.6	95.4	95.9
6	95.2	94.3	93.5	95.1
All Years	94.7	94.7	94.5	94.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Class sizes

Class	Total
K RICE	17
K ELLIOT	16
1 MEARES	20
1 TAIT	22
2/3 CUTHBERT	25
2 ROCHE	23
3/4 DIAMOND	30
4/5 JACKSON	27
5 THORPE	26
6 FREEMAN	30

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.82
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration & Support Staff	2.42
Other Positions	0.09

\*Full Time Equivalent

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	10
Postgraduate degree	90

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>112 569.54</b>
Global funds	179 676.02
Tied funds	126 796.17
School & community sources	74 307.13
Interest	2 416.36
Trust receipts	9 228.15
Canteen	0.00
<b>Total income</b>	<b>504 993.37</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	4 184.13
Excursions	21 666.97
Extracurricular dissections	30 633.43
Library	433.32
Training & development	1 703.04
Tied funds	110 746.98
Short term relief	40 021.67
Administration & office	47 654.21
School-operated canteen	0.00
Utilities	38 252.30
Maintenance	17 008.57
Trust accounts	7 397.77
Capital programs	0.00
<b>Total expenditure</b>	<b>319 702.39</b>
<b>Balance carried forward</b>	<b>185 290.98</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	230 062.64
(2a) Appropriation	216 650.98
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	13 260.02
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	151.64
<b>Expenses</b>	-84 708.90
Recurrent Expenses	-84 708.90
(3a) Employee Related	-49 373.41
(3b) Operating Expenses	-35 335.49
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>145 353.74</b>
<b>Balance Carried Forward</b>	<b>145 353.74</b>

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

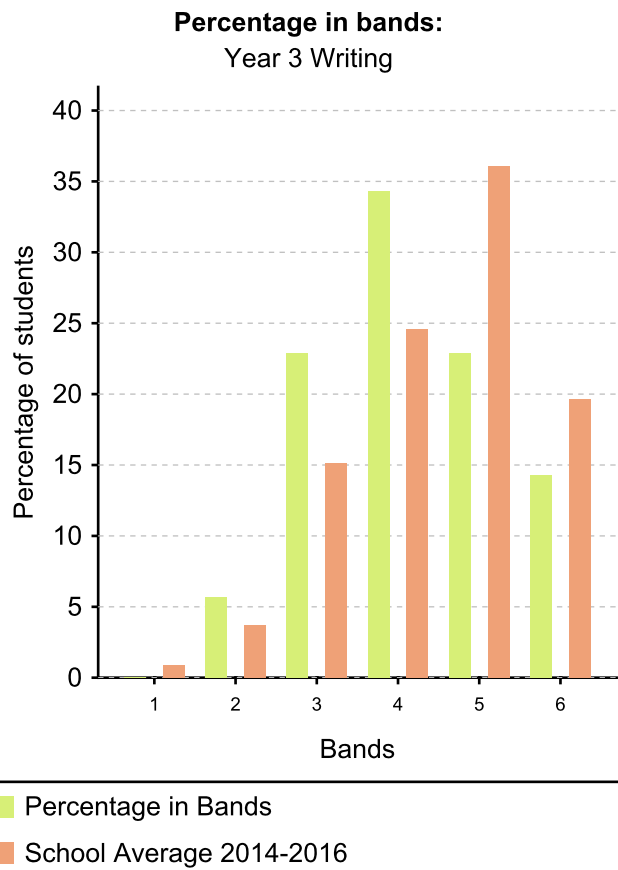
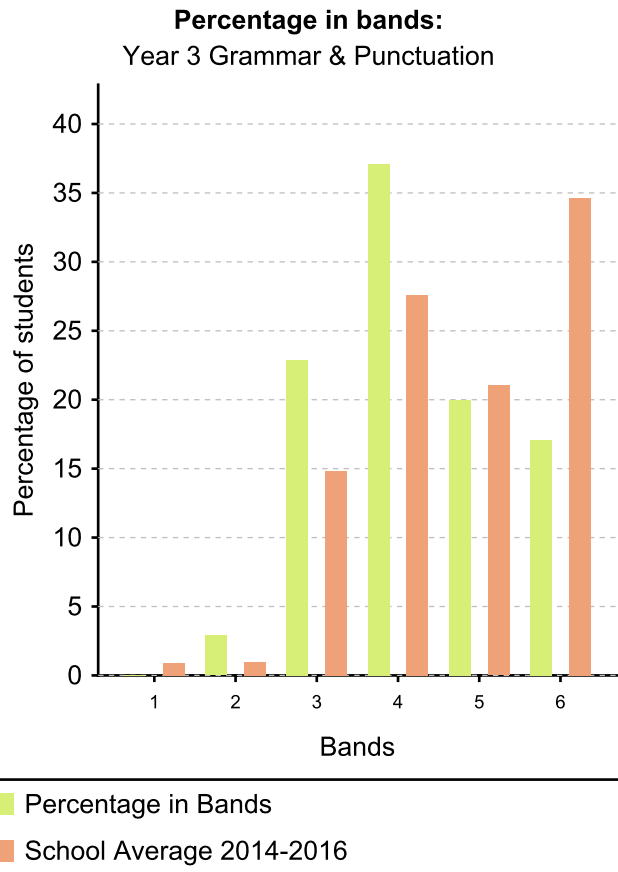
	2016 Actual (\$)
<b>Base Total</b>	1 730 033.73
Base Per Capita	12 729.67
Base Location	0.00
Other Base	1 717 304.05
<b>Equity Total</b>	114 489.84
Equity Aboriginal	5 879.01
Equity Socio economic	13 506.18
Equity Language	9 082.03
Equity Disability	86 022.62
<b>Targeted Total</b>	49 340.01
<b>Other Total</b>	58 462.65
<b>Grand Total</b>	1 952 326.22

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

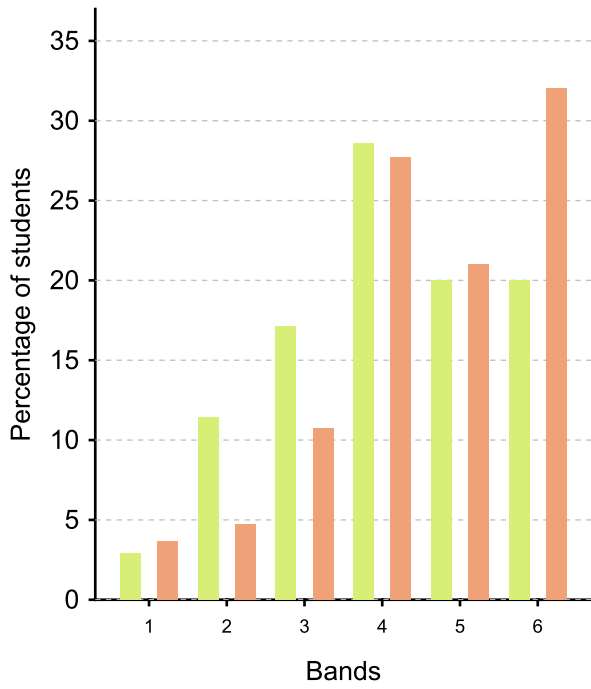
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

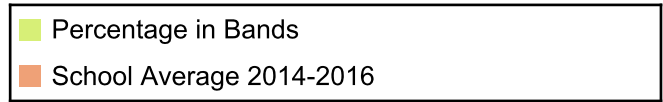
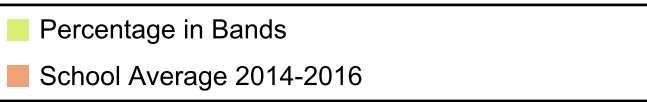
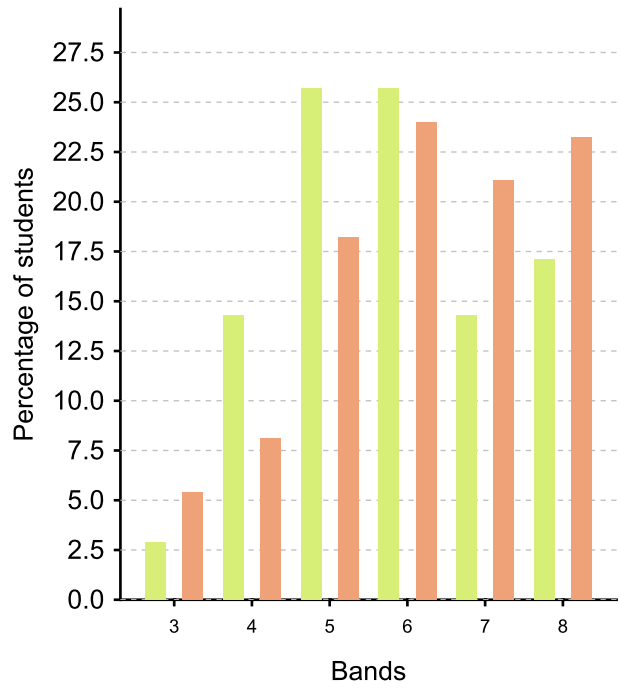




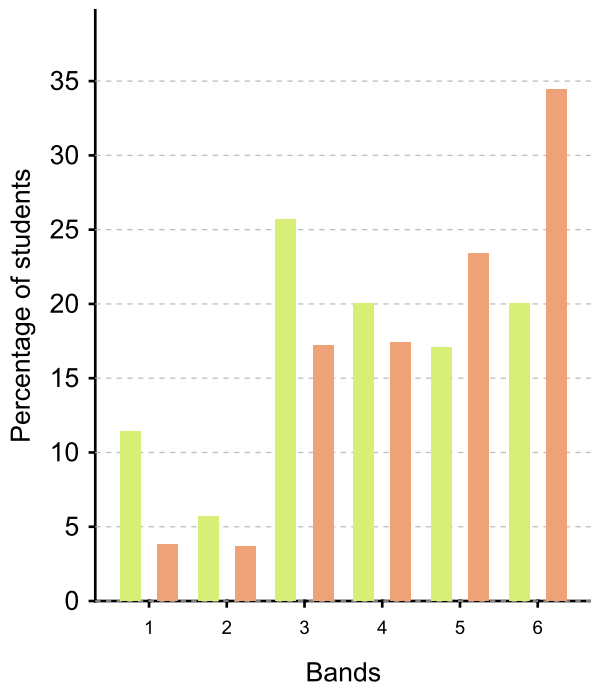
**Percentage in bands:**  
Year 3 Spelling



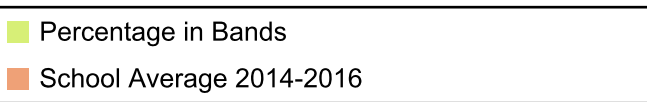
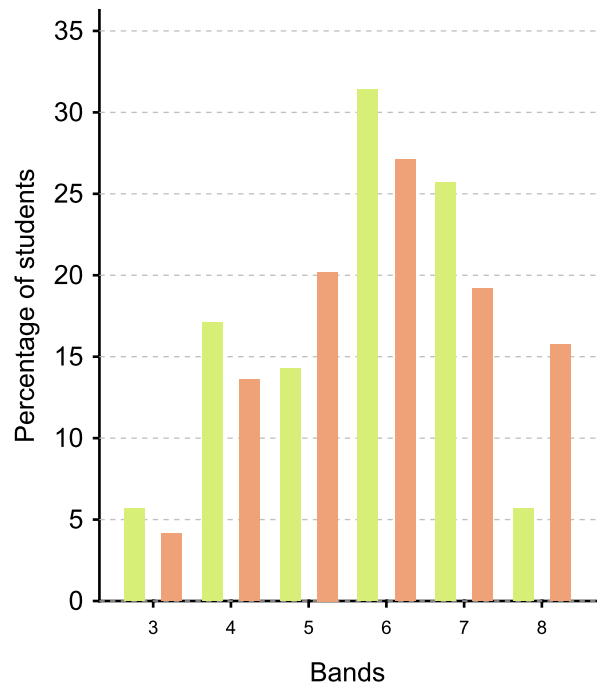
**Percentage in bands:**  
Year 5 Grammar & Punctuation



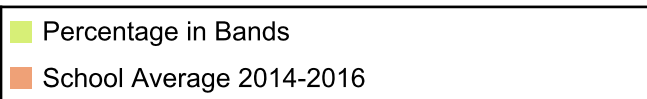
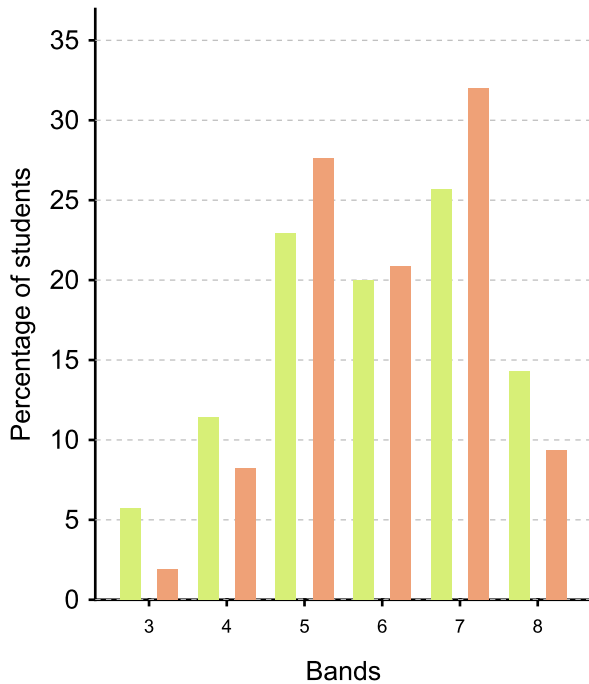
**Percentage in bands:**  
Year 3 Reading



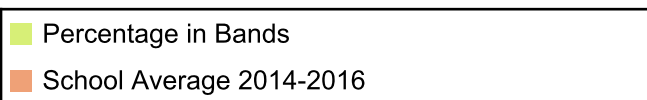
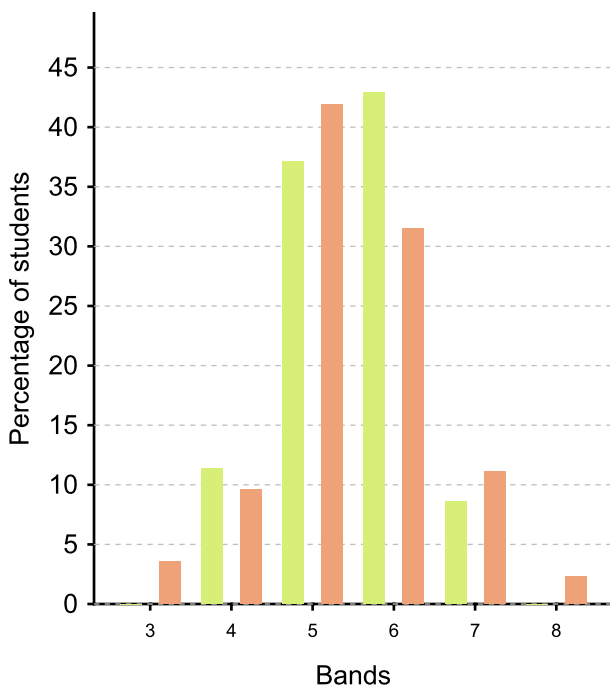
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

46 parents responded to a digital survey consisting of various statements within various categories

The survey responses indicated that our parents and community are positive about the direction the school is taking, which can be seen in the following results:

- More than 87% of parents surveyed believe that Milperra Public School is a welcoming place and teachers are approachable

- The majority of parents, teachers and students felt that Milperra Public School:

- sets high expectations for student achievement and meets the diverse needs of students, while encouraging them to do their best

- supports positive behaviour for learning through consistent expectations of student behaviour

- is a safe place where behaviour issues are dealt within a timely manner and the school is effective in preventing bullying

- is an inclusive school where teachers work to understand and create opportunities to support students with special needs, as well as help them to develop positive friendships

These results have been analysed and targets have been set to inform future directions.

## Policy requirements

### Aboriginal education

Through strategic planning, our students have developed a greater understanding and awareness of Aboriginal Education during 2016.

Our Aboriginal students participated in the Belonging program ran through a community of schools in the East Hills area. The program, aimed at celebrating Aboriginal culture through art and storytelling, provided a wonderful opportunity to meet students from other schools and participate in team building activities. Through the collaborative process, our Aboriginal students, their teacher and caregiver discussed, planned and set goals when creating an Individualised Learning Pathway plan to guide on-going learning and strategies to achieve identified educational and emotional goals.

Throughout the year, the students at Milperra Public School were involved in diverse programs and enriching learning experiences, all aimed at respecting and promoting this commitment to our Indigenous Communities. The students participated in activities

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

commemorating and celebrating significant events.

Milperra Public School is committed to increasing the knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people, amongst our staff, students and community.



### **Multicultural and anti-racism education**

Multicultural perspectives are included in school activities and programs. Every year the school celebrates the cultural diversity of our community with specific events and activities. Although special events occur on an annual basis, we at Milperra Public School encourage every day to be respectful and embracing of others. A member of the Milperra Public School staff has undertaken specific training and is the school's Anti-Racism Contact Officer (ARCO). This person is trained to investigate, support and counsel victims of racism as well as those who do not demonstrate respect to other students within our school.