

Milton Public School Annual Report



2016



'Enjoy The Present Day'

2565

Introduction

The annual report for 2016 is provided to the community of Milton 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.

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Message from the Principal

This report gives information about the programs and performance of Milton Public School. It has been written for accountability purposes for both our community and the Department of Education. It is part of our process of self-evaluation, reporting and planning.

Milton Public School operates under the banner 'Seize the day'. The school is set in park like grounds with large grass playing fields and beautiful views over farmland and ocean views.

The staff of Milton is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child.

The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy and safe learning environment for its students.

The profile of the school has continued to be raised due to our exemplary and unique programs. The school's enrolment continues to grow steadily. Milton Public is recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

Milton Public School prides itself on the friendly, family atmosphere that has developed within our wonderfully supportive school community. I would like to thank our Parents and Citizens' Association (P&C) and the wider community for their continued commitment to supporting school initiatives and the purchase of additional resources.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mark Thomson

2016 Milton Public School President's Report

Thanks to all of the parents, carers and volunteers who have supported Milton Public P&C this year. We have had another big year, we have held our annual Mother's and Father's Day Stalls, a huge Easter raffle, our wonderful holiday raffle to Hamilton Island, a Bad Moms fundraising evening in conjunction with Ulladulla Public School and of course, our very successful annual school fete.

All fundraising events are a product of many hours of commitment, enthusiasm and support from so many valued members of our very strong community. It is fantastic to see that we have our regular group of P&C members who turn up to meetings every month and donate so much of their time in preparing for and running fundraisers, a very big and sincere thank you to all of those members. It is also fantastic to see that when the big events are on, such as the annual school fete, we have so many wonderful community members from parents, carers, grandparents, aunts, uncles and business owners helping out on the day. Again, thank you to all people involved, our P&C would not be as successful as it is without your commitment.

As for all of the sensational staff and students at Milton Public School, everything that we do at the P&C is motivated by what is the best way that we can support meaningful, effective and quality teaching and learning for all staff and students. It goes without saying that even though students and staff are our core focus, we could not do what we do without your support. Thank you for all of the hard work, time, energy and passion that you display when supporting fundraising activities from the Easter Raffle, holiday raffle and of course, the annual school fete. We continue to look forward to working with the staff in 2017 to support you in caring for, educating and most importantly embedding skills and qualities in the most important members of the school, our students.

This year, our fundraising efforts have raised just over \$29, 286.00. It is with great pleasure to announce that with these funds, we have been able to contribute to the fruit program, ipads and ARUBA wireless to support IT programs in the library, 16 x ipads for Kindergarten, Mother's Day, Father's Day Stall and Easter raffle, Send off for Mr Mac, Year Six T-Shirts, Lego for classrooms, Pencil Sharpeners, Library bag for each child entering Kindy 2017, New BBQ, Supported Student Council with a contribution for new bubblers, Guided readers for Stage 1, Sports equipment, Equestrian – saddle cloths and brow bands, World Teachers Morning Tea, Year 6 farewell.

On a final note, I would like to personally thank all of the regular members of the P&C, particularly to the executive members. Many of us took on new roles this year, I have to say that each and every one of you has performed your role brilliantly, we are a great team and I look forward to working with you all again next year. Thank you to Mr Mark Thomson, Mr Greg Bass, the executive team, teaching team and the administration team here at Milton Public School, who also give endless support to us.

Thank you again, we are very fortunate to be part of such a caring and tight community and are blessed to be part of such a wonderful and supportive school.

Anita Barry – P & C President

School background

School vision statement

At Milton Public School, we are preparing students for a complex, rapidly changing world. Students will be active and informed citizens who make the most of the opportunities that this future will present. At Milton Public School we inspire students to develop a lifelong love of learning. An important part of this is ensuring that all students have the basic skills to be active and informed participants in Australian society.

Students will be confident and creative individuals. We build resilience in our students by developing their physical, social and emotional development.

School context

Milton Public School continues to be a growing school providing quality, public education. The school celebrated 132 years of education in 2015 and currently has an enrolment of 680 students to begin the 2017 school year. The student population includes 6% from language backgrounds other than English (LBOTE) and 5% identify as Indigenous. The teaching staff is a dedicated group, with a range of experience, interests and skills. Teachers are willing and able to provide a range of extra-curricular activities for our students. The school community is very supportive of the school with a proactive and thoughtful P&C Association as the major vehicle for parental involvement in the school. *Carpe Diem—Enjoy the present day* is the school motto.

Teaching and learning programs focus on providing strong foundations in the key learning areas of literacy and numeracy, with the goal of challenging and engaging all students. The student welfare policy centres on the ideal that all students are happy, safe and achieving their individual potential. Teachers are committed to their profession and undertake personal and group learning to ensure their knowledge, skills and understandings are appropriate as we build a culture for learning in a 21st century context.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

To reach the excelling stage of curriculum implementation, the next stage will be the formatting of units K–6 and then sharing of all units to assist staff to gain a sophisticated understanding. Ensure assessments and literacy concepts establish cross-curriculum links and enable conceptual planning for English, Mathematics and Science teaching and learning programs. For Milton PS to progress to the excelling stage, we will need to continue to build upon the great work achieved this year. Targets will include stronger relationships with community and families. This will be evident by greater participation of community members, and in utilising community member's skills and expertise to teach cultural awareness, which will improve cultural understanding for all students.

Our transition to school program has improved and we are developing further support for Aboriginal students' transition. The development of early identification and then ongoing support from the early years to include and coordinate services, will assist children in their readiness for school. Our target academic Aboriginal program is still in its first year; however, through ongoing monitoring and reviewing we will further develop our literacy and numeracy programs to develop strategies to assist in closing the gap in learning outcomes. Again Milton PS has grown its cultural awareness program to include all Aboriginal students and staff to attend a local cultural awareness day, led by the Ulladulla Aboriginal Lands Council. Further steps required will include all KLA links to local cultural perspectives.

Milton PS will expand on its school leadership roles through developing individual expertise. There will be explicit systems and timelines for collaboration, observation and sharing of effective practice both within the school and the community of schools. Staff will draw on and implement evidence-based research to improve their own performance and development, and as a school we will revisit the School Excellence Framework, Quality Teaching Framework and the Australian Professional Standards for Teachers. Through ongoing peer observations across stages and local schools, we will enhance teacher development and improve staff networking.

To reach towards the excelling stage, we will further develop school systems and processes to utilise community expertise and resources to improve Milton PS student outcomes. Our extra-curricular activities will support student development, and will be aligned with the school's vision, in preparing students for a complex, rapidly changing world. The use of technology and social media to raise the school profile and share information has greatly increased our engagement with the community. The school is currently in the process of purchasing K–6 class ICT hardware, and further professional learning will enable students to link home and school, and progress our vision as a digital school. Continual feedback will be analysed and responded to.

All staff support the ongoing engagement of community as evidenced in our K–2 Frolic and newsletter articles. Further investigation into other forms of communication will include a school app. For Milton PS to progress to the excelling stage all staff will need to develop a sophisticated understanding and use of student assessment. Staff will utilise data and make changes to their programming to achieve improved whole school outcomes. Inquiry based learning will form the foundations of teaching and learning programs and assessment across all KLAs. Staff will have a strong understanding and will develop strong marking rubrics that structure students' knowledge and understanding.

Our self-assessment and the external validation 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

Curriculum

Purpose

To ensure that student learning and assessment is driven purposefully by quality, well resourced and innovative teaching and learning programs, informed by the NSW syllabus. Our aim is to create independent thinkers who collaboratively engage in curriculum to become active problem solvers and critical, creative thinkers with deep knowledge and understanding.

Overall summary of progress

Curriculum

- early Stage 1 program L3 (Language, Learning and Literacy) establishes a practical model for differentiation of the learning and teaching of literacy tasks.
- development of literacy and numeracy units K–6
- Implementation of 'Primary Connections' resources to support science curriculum
- staff professional learning on science and history syllabus

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff survey indicates 100% of staff have the understanding and confidence to implement, assess and report on the NSW Syllabus for the Australian Curriculum in English and Mathematics.	Stage units have been reviewed, completed and resourced.	Human \$14 000 Resources \$3000
NAPLAN analysis/suggested teaching strategies inform planning, teaching and assessing of improvements in learning outcomes in Literacy and Numeracy skills.	Staff professional learning aligned to NAPLAN data. Stages created targeted programs focused on grammar and punctuation.	
Best Start (PLAN) data strategically informs the planning, teaching and assessing cycles aligned with NSW DoE Continuums and evidenced in programs and lesson study;	Early stage one staff committed to L3 program, structuring staff programs.	Human \$12 000
Science units created K–6 embedding literacy and numeracy across all units.	Science units have been created, resourced and shared.	Human \$5548 Resources \$2834

Next Steps

In 2017 the school will continue to strengthen its collection, analysis and evaluation of student data to inform differentiated learning plans and program cross-curricular learning that activate, cultivate and transform learning outcomes for all students. Kindergarten teachers will continue the implementation of the L3 program. Consistent Teacher Judgement (CTJ) remains a focus for further improvement with assessment. Stage meetings will assist teachers in making consistent judgements and to develop differentiated programs. The school will implement Tell Them From Me (TTFM) surveys and evaluate the data from students, families and staff to improve explicit teaching and learning of students.

Strategic Direction 2

Quality Teaching and Learning

Purpose

Our learning community endeavours to provide innovative, differentiated, collaborative and engaging programs that meet the current educational, cultural, social, emotional and physical needs of our students. Through professional development our teachers demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire lifelong learning.

Overall summary of progress

- The continuation of our literacy support initiatives have been instrumental in the success of overall achievement rates in literacy. These programs provide targeted intervention for our 'at risk' students. The Learning and Support Team meets once a week to track, identify and evaluate interventionist programs.
- Staff professional learning on Performance and Development Framework. All staff completed individual Performance and Development Plans with professional goals and evidence of progress towards them. Teachers undertook collegial lesson observations
- With the increased technological demands and a thirst for innovative learning spaces the school has invested significantly in developing a quality learning environment supported by high quality infrastructure. Our aim for 2016 has been to lay the platform for a physical learning environment that will enable our entire school community equitable access. This process will continue to be a significant focus for 2016–17.
- Peer coaching training for members of the school staff has led to a more focused and strategic approach for guiding professional development in classroom teaching practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Implement Kidsmatter at Milton PS. Team introduce personal learning plans to staff using SENTRAL. Sharing of Resources across our Learning Community.	Staff professional learning in Growth Coaching. Executive staff using coaching techniques to improve teaching and learning.	Human \$11410 Resources \$1800
Improve year 6 to 7 transition program. Continue upskilling staff to use SENTRAL modules. Improved communication of school plan milestones to community.	Staff professional learning for inferential comprehension and critical thinking.	Resources \$1200
Kidsmatter team complete module one and lead staff K–6.	All staff complete Performance and Development Plans– linked to: school plan, stage and personal growth..	Human \$6830 Resources \$1000
Analysis of NAPLAN data. Programs reflect areas of need.	Five areas of greatest need identified from NAPLAN data. Focus on Stage 3 numeracy and K–4 Literacy.	Human \$5800
New Reporting reflect syllabus.	Reports reflect new syllabus outcomes.	Human \$4000

Next Steps

Our future directions for 2017 will ensure the 3–year plan remains on track to provide high quality educational outcomes. In 2017 Milton Public School will target teacher professional learning to increase capacity in the focus area of numeracy and spelling. Provide high quality professional learning opportunities and develop a consistent whole school approach to project based learning. Ensure the continuation of literacy and numeracy programs to assist our parents to support the children will continue throughout 2017 and be built upon. The introduction of an instructional leader will provide staff with greater opportunities to team teach, improve instruction and drive quality teaching.

Strategic Direction 3

Wellbeing and Linkages

Purpose

Our shared vision is to provide a safe supportive respectful and inclusive learning community that encompasses the wellbeing of all individuals.

Together we foster strong community partnerships and promote sustainable systems that ensure staff and students fulfil their potential and become active community members.

Overall summary of progress

- We began our work for the Kidsmatter program with all staff completing module one.
- Milton PS has made strong links and connections to a variety of community stakeholders throughout 2016. A concerted effort to strategically utilise and embrace the assets of our broader community has resulted in enhanced resources and a wealth of added experiences for our students.
- Our connections with parents, Milton Ulladulla Community of Schools, volunteers and local businesses have broadened our resources – both physical and human.
- At Milton Public School we aim to make connections via quality transition programs that range from prior to school to the middle years. In 2016 we have been able to work with local preschools to inform prior to school programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Kidsmatter team launch in term one. Team introduce personal learning plans using SENTRAL. Sharing of resources across Community of Schools.	Successful Kidsmatter launch for staff K–6. Staff use SENTRAL for personalised learning plans K–6. Histrophy team combining staff from Milton and Ulladulla PS.	Human \$8970
Kidsmatter assembly to raise awareness of program in community. Kidsmatter team complete module one and lead staff K–6. Continue to develop staff using SENTRAL modules. Develop our middles years transition program.	Whole school assembly and Kidsmatter day. Staff use SENTRAL modules: reporting, wellbeing, attendance, PLPs, IEPs, Profiles and Meetings. Year 7 expo day at Ulladulla High School.	Human \$10500 Resources \$5000
Early stage one assistant principal and school counsellor visit preschools and collate data. Create transition program to cater for all 2017 Kindergarten students needs. Hold parent workshop developing early literacy and numeracy skills.	Additional orientation program offered to Kindergarten students. More than 80 parents attended Kindergarten workshop.	Human \$2000

Next Steps

We will continue our transition programs covering entry to and exit from Milton Public School. The "Tell Them From Me" survey data to continue to be collected from students, parents and teachers during 2017. Further expansion of leadership pathways for aspiring leaders throughout the school in areas of wellbeing (Kidsmatter, Mindfulness and Resilience Project). Expansion of the school leadership team structure to include a greater number of aspiring leaders and the Instructional Leader. Continue our beginning teacher mentoring program based on the NSW Department of Education – Strong Start, Great Teaching initiative.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	In consultation with out AECG, our Aboriginal Education programs K–6 were reviewed and now run in two strands– cultural and academic. We completed MGoals and Personal Learning Plans for all Aboriginal students in collaboration with parents. Our stage 3 leadership program combined year 6 Aboriginal students with Ulladulla High School. We reviewed our NAIDOC folders K–6. All Aboriginal students participated in a wall mural assisted by the local Aboriginal Lands Council.	Human \$15500 Resources \$3817
English language proficiency	Staff member trained and appointed one day per week. Analysis of individual student program. Review of student growth, based on literacy continuum.	Human \$2077
Low level adjustment for disability	Personalised learning and support programs have increased the level of student participation and engagement and improved learning outcomes. It has provided opportunities to support teachers to respond to the needs of their students and engage and consult with parents. School Learning Support Officers were employed to support students with additional needs who do not have targeted funding.	Human \$49800
Quality Teaching, Successful Students (QTSS)	Quality Teaching, Successful Student funding has lead to a review and streamlining of our Learning and Support Team referral process. We successfully applied for additional funding to develop a sensory garden. Our executive team lead a mentoring program developing quality teaching and assisted in the staff accreditation process. A new staff handbook was developed. Kindergarten and the middles years transitions were reviewed and enhanced.	Human \$22960
Socio–economic background	<p>Improve learning outcomes by supporting learning through improved quality of teaching and learning and increase student’s level of participation and engagement :</p> <ul style="list-style-type: none"> • Excursions • Student support • Course Fees • Resources • C/T Wages Literacy & Numeracy • SLSO Wages MiniLit/MultiLit SLSO Wages 	Human \$41200 Resources \$800
Support for beginning teachers	Provided additional time and support for beginning teachers to complete responsibilities such as assessing student learning, planning, programming and report writing. Provided quality mentoring and supervision to support beginning teachers as well as opportunities to observe best practice.	Human \$24000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	295	338	354	349
Girls	318	313	325	312

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	95.3	94.5	93.2
1	94.1	94.4	94.6	92.3
2	94.7	94	94.3	93.1
3	95.5	94.9	95.5	91.9
4	95.2	94.2	94.8	92.5
5	93.6	93.6	94	93.7
6	93.1	94.5	94.3	90.5
All Years	94.6	94.4	94.6	92.4
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
KC	18
KB	19
KO	18
KK	19
1H	24
1T	23
1R	23
1L	24
2B	23
2R	21
2M	22
2J	22
3C	30
3/4J	26
3T	29
3H	29
4C	27
4A	28
4W	29
5M	31
5H	30
5/6R	30
6B	30
6T	29
6D	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	24.82
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
School Counsellor	0
School Administration & Support Staff	7.26
Other Positions	1.2

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Milton Public School there are two staff members that identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	57

Professional learning and teacher accreditation

All staff were involved in Professional learning programs throughout 2016. This consolidated and extended areas of learning for staff K–6 in key focus areas. Mandatory training was undertaken when required. Where possible training was scheduled on MyPL@det to ensure accuracy of training data and records. Expertise within the school was used to support staff in the majority of professional learning and in the development of skills. Professional Learning included:

- Teaching from the new curriculum syllabus documents

- Programming for quality teaching & assessment practices
- Language, Literacy & Learning (L3)
- 2016 beginning teacher conference
- RAM financial understanding
- Anti-Racism Contact Officer Training
- FSC Principal Network Meetings
- Child Protection Update Training – 2016
- Primary LAST Network PL
- CPR & Emergency Care
- Code of Conduct

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2016 Actual (\$)
Opening Balance	446 905.90
Revenue	5 572 636.63
(2a) Appropriation	5 274 876.70
(2b) Sale of Goods and Services	100 589.69
(2c) Grants and Contributions	195 157.04
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 013.20
Expenses	-5 807 360.12
Recurrent Expenses	-5 807 360.12
(3a) Employee Related	-5 143 131.08
(3b) Operating Expenses	-664 229.04
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-234 723.49
Balance Carried Forward	212 182.41

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	3 954 401.37
Base Per Capita	36 944.05
Base Location	15 030.33
Other Base	3 902 426.99
Equity Total	269 041.72
Equity Aboriginal	23 117.88
Equity Socio economic	42 490.24
Equity Language	4 077.46
Equity Disability	199 356.14
Targeted Total	639 120.34
Other Total	318 159.34
Grand Total	5 180 722.77

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.

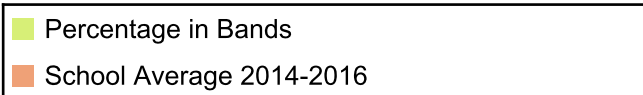
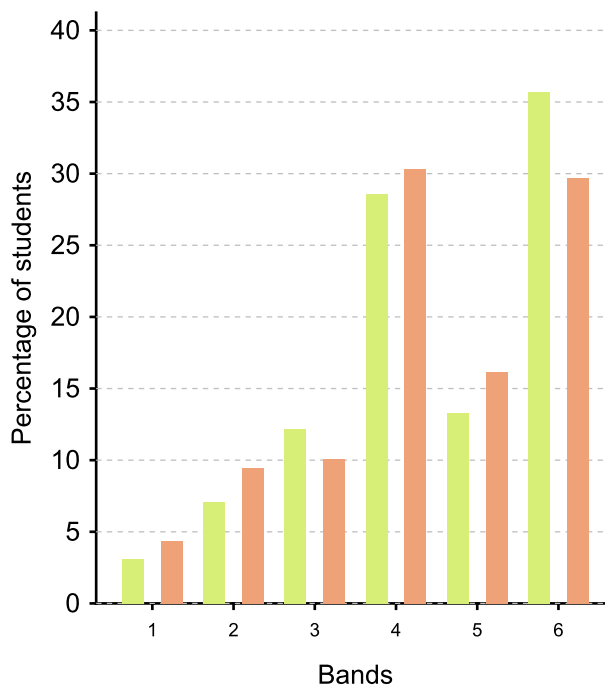
School performance

NAPLAN

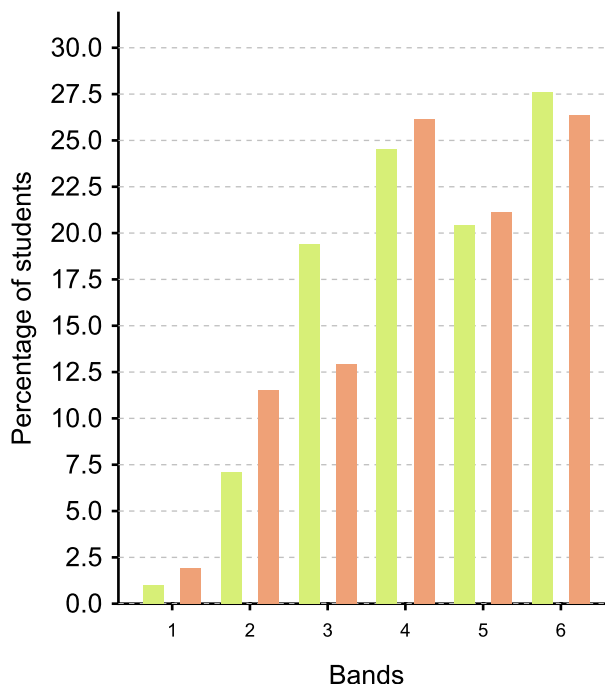
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In accordance with the **Premiers Priorities: Improving education results** schools are required to report their student performance towards the top two NAPLAN bands in Literacy and Numeracy.

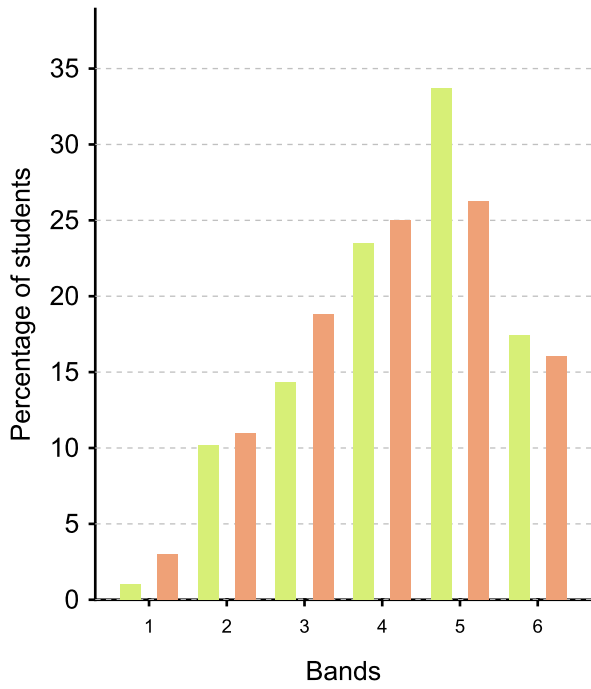
Percentage in bands:
Year 3 Grammar & Punctuation



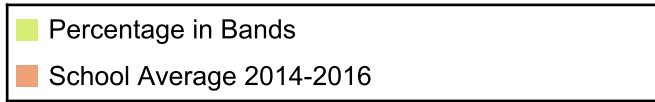
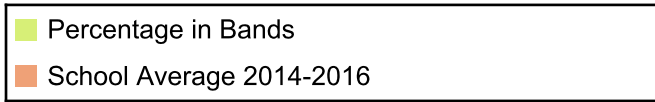
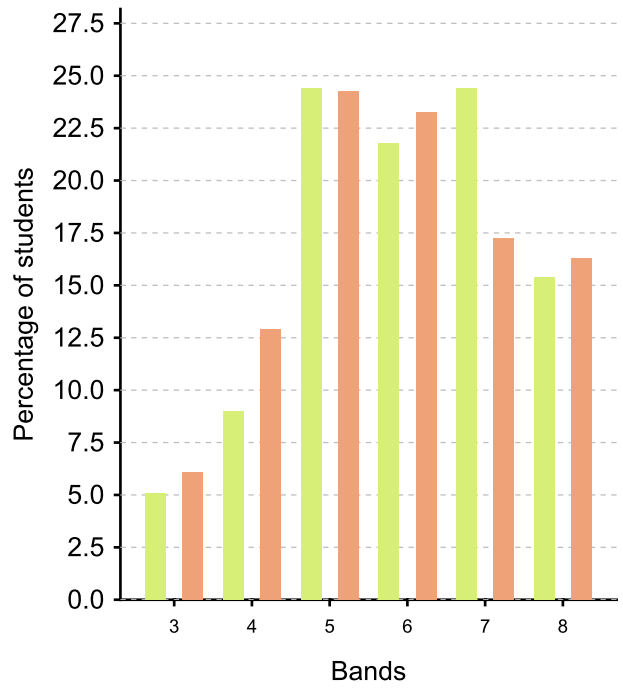
Percentage in bands:
Year 3 Reading



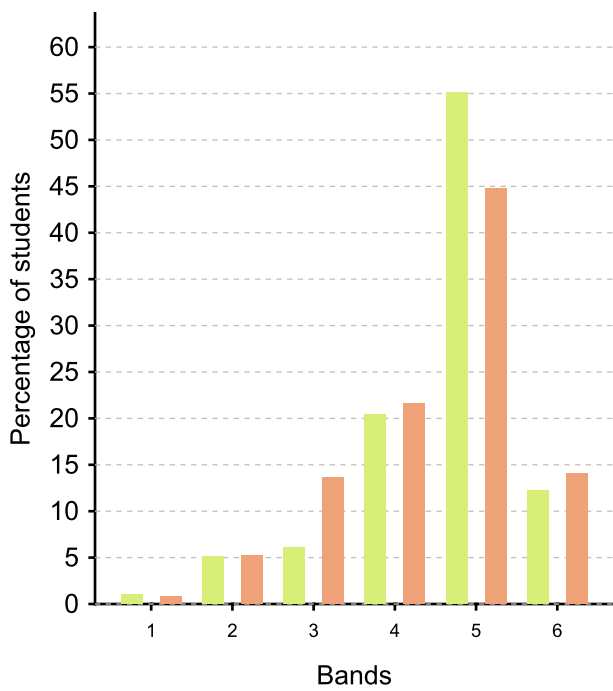
Percentage in bands:
Year 3 Spelling



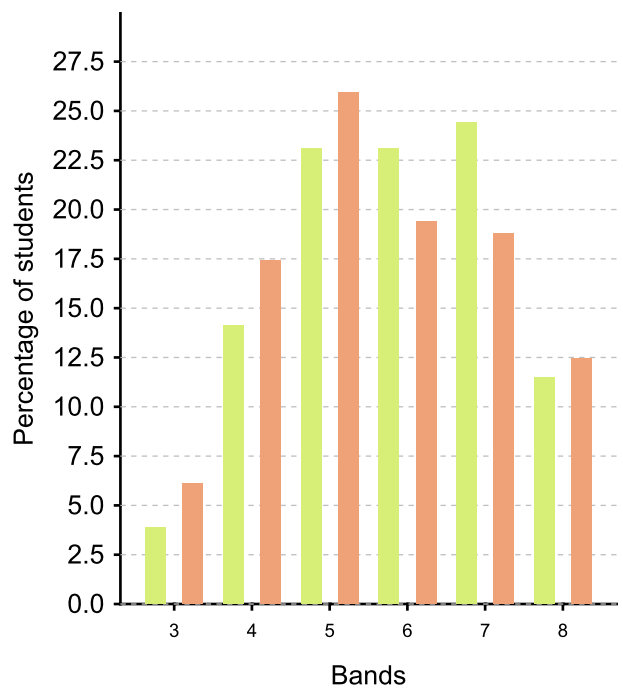
Percentage in bands:
Year 5 Grammar & Punctuation



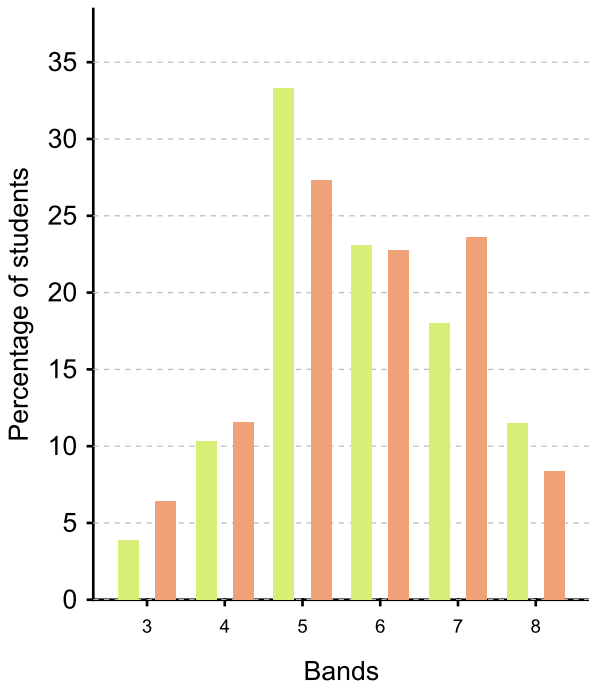
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



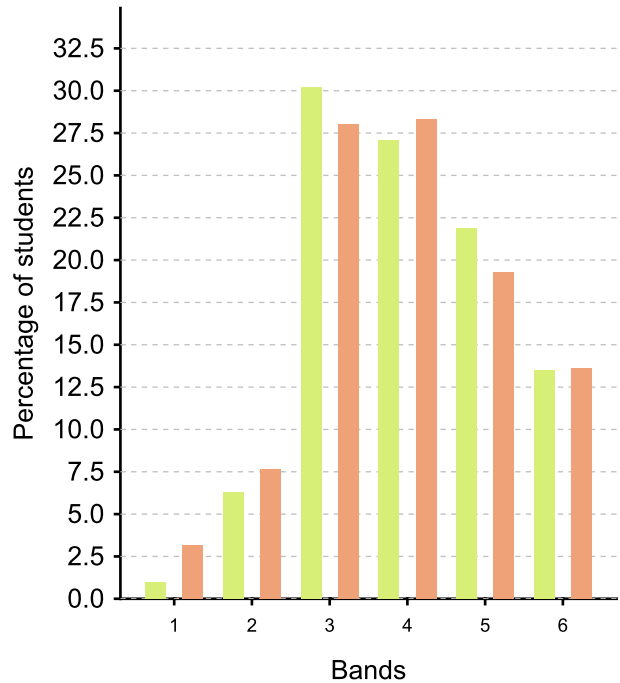
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

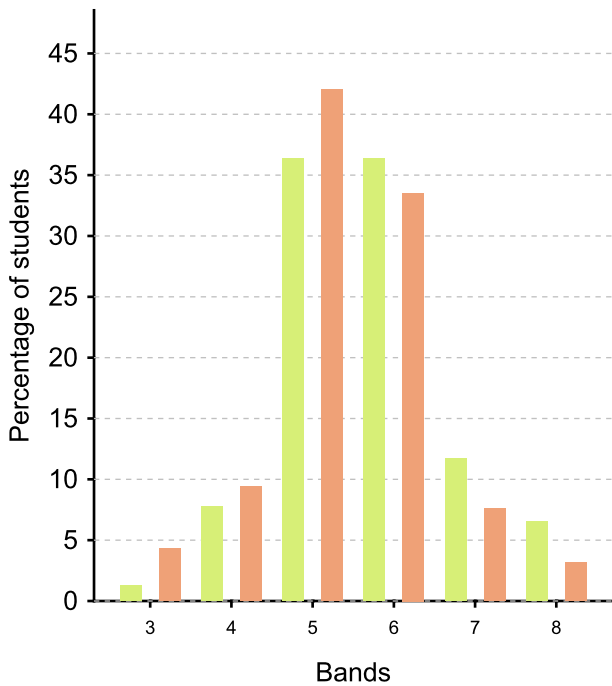
average in bands 5, 6 and 8.

Percentage in bands:
Year 3 Numeracy



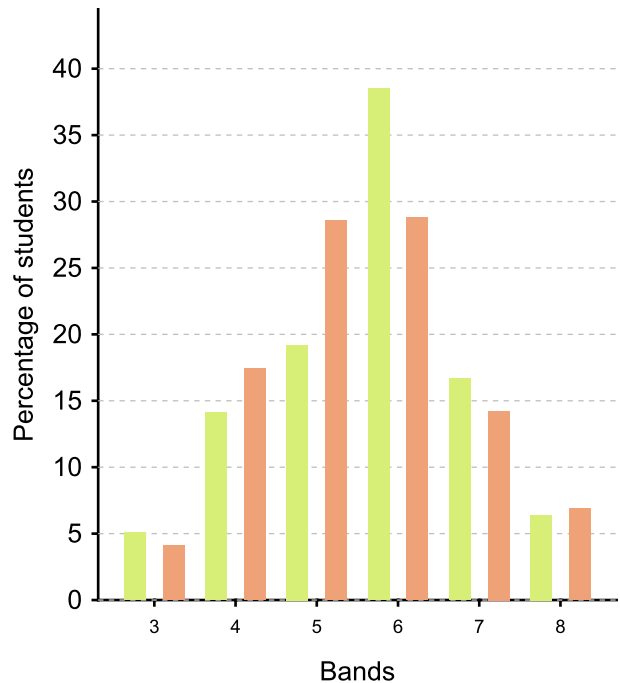
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Our year 3 NAPLAN data show a significant decrease in reading bands 1 and 2 with a 6% increase in band 6. Year 3 writing and spelling was significantly above the state average in band 5. In writing and grammar our students were above state average in band 6. Our year 5 NAPLAN data showed a pleasing decrease in reading bands 3 and 4, students scored above state average in band 7. In writing students were also above state

Our year 3 numeracy results saw a decrease in bands 1 and 2 and a 5% increase in band 5. Our year 5 numeracy had a 6% decrease in band 4 and a 7% increase in band 7.

In year 3 our Aboriginal students had a 13% improvement in band 5 **reading** and 25% increase in band 6. In **writing**, year 3 Aboriginal students had 50% increase in band 5 and 25% increase in band 6. Our year 5 Aboriginal students had an 18% improvement in band 7 **spelling** and a 25% improvement in band 7 **grammar and punctuation**.

Parent/caregiver, student, teacher satisfaction

Through surveys conducted through the Tell Them From Me program, students were asked if they feel accepted and valued by their peers and by others at their school. 83% of students in this school had a high sense of belonging. Students are interested and motivated in their learning at our school and it was recorded that 81% of students in this school were interested and motivated and that 91% tried hard to succeed. Students indicated that the teachers are responsive to their needs and encourage independence with a democratic approach. Statistics show that 86% of students felt the school held positive Teacher–Student relationships. Parents indicated that 73% felt welcome at the school, whilst 83% felt they could speak easily to their child's teacher. Parents felt that 87% of all students in the school were clear on school expectations and 84% of students felt safe at school. 82% of staff felt that data informed practice at the school and 81% indicated there was a collaborative culture at the school.

Policy requirements

Aboriginal education

Milton Public School acknowledges and pays respect to the traditional custodians of the land, Elders past and present, and all Aboriginal people in the community. Our school pays respect at weekly assemblies and special events and encourages and fosters positive relationships with Aboriginal people, working towards bridging the gap in socio–economic opportunities and educational disadvantage.

Personalised Learning Plans were developed in consultation with parents and students. Teachers, parents and students worked collaboratively together to implement strategies to help improve student performance at school. This year Milton Public School employed two Aboriginal Education Workers (AEW's) with the assistance of RAM Equity Funding. The AEW's supported indigenous students K–6 with literacy, maths and social skills programs.

The Aboriginal Education committee organised NAIDOC week celebrations. This included a highly organised and respectful K–6 assembly, run by Milton Public School Aboriginal students. The assembly was addressed by Uncle Fred from the Aboriginal Land Council, with a particular focus on celebrating the history, culture and achievements of the local Indigenous community. This increased students' knowledge and understanding of Aboriginal Australia

with a particular interest in the local surrounding community. Our stage 3 Aboriginal students work with Aboriginal year 10 students from our local high school to run an indigenous games leadership program to all of stage 3.

Multicultural and anti-racism education

Throughout 2016 students had many opportunities to experience and appreciate the diversity of different cultures from around the world. These opportunities included; student projects focusing on specific countries and different cultural perspectives embedded in History topics.

Students from K–6 participated in a variety of activities during Book Week. The theme for Children's Book Week in 2015 was 'Australia– Story Country, students were encouraged to identify the connection between what they read and their own lives. By connecting what they read to their own experiences, to other books and media, students had opportunities to develop a deeper insight into stories from different countries and cultures.

Milton Public School has a trained Anti–Racism Contact Officer (ARCO). The school commits to the elimination of all forms of racial discrimination in school and this applies to all employees, students and the school community. Milton Public School incorporates Anti–Racism education within existing curriculum

Other school programs

Creative Arts 2016

Milton Public School has had another outstanding year when it comes to Creative Arts. From the very successful implementation of exemplary programs K–6, to the involvement in an extraordinary array of extra–curricular activities, we have excelled! Creative Arts is alive and well in every classroom and at every weekly and special assembly. We are passionate supporters of all "Creative" events; local, regional, state, even national.

Beautiful artworks are created regularly and displayed in classrooms, in the hall, in our foyer and at local events and festivals. Local competitions and events are well supported by Milton Public School. The Milton Show sees students enter a variety of artworks and our K–2 classes create magnificent posters for display. Two classes, 1/2 S and KB, achieved first place in their section. Also, this year, some of our senior students had the opportunity to work with local artist Jan Kierkowski to create a sculpture for the Milton Show. Working with old bike parts, Isis, Darcy, Joseph, Holly, Sally, Manny, Rachel, Ruby, Olive, Blake, Nazar, Charlotte and Saxon bent, twisted, stitched and built a fantasy winged vehicle which was awarded first place.

We are also proud supporters of our local community Escape Artfest and Kidsfest. This year 20 of our most outstanding artworks were framed and displayed in town and many students took up the new initiative of

“Hubcap Art.” One of our classes, K–6Tswon the “People’s Choice” prize with their ladybird created from a hubcap. Three of our classes also had the opportunity to work with local artists Robert Hollingworth, Karen Boulden and Kay Munson creating lanterns for the local community event “Escape Artfest”. The classes involved were 5/6R, 4C and 3/4J.

Milton Public School also has a long and proud tradition when it comes to supporting the State Operation Art initiative. Each year schools are encouraged to select a maximum of four artworks to be professionally framed and included in an Art Exhibition at the Armory Gallery in Sydney. From here, further judging occurs and successful pieces are hung in Children’s Hospitals with the aim of providing a positive, cheerful and beautiful atmosphere for children who are recovering from serious illness. Our finalists for 2016 were Aliyah, Skyla, Eva and Sara. Prior to the official opening of the exhibition, the second round of judging occurred. We were very proud to learn that Skyla had been given an official “Paw Prize”. That means, out of 848 artworks, Skyla’s was voted “top fifty” for an artwork that would be a lot of fun to create and an artwork that judges believe would truly increase the happiness of unwell students in kids’ hospitals. To thank MPS for their loyal support of this fantastic initiative over many years, the Operation Art Team travelled to Milton Public School where their tutors provided workshops for students from public schools in our region. The following students from our school participated:

Stage 1: Meadow, Thomas, Raphael, Luan, Charlotte, Harlen and Aliyah.

Stage 2: Eva, Rowan, Skyla, Eddie, Kobi, Raedon, Zac and Seth.

Stage 3: Yindi, Molly, Manny, Darcy, Joe, Saxon and Sara.

All the students who participated had a fantastic time and produced some stunning artworks under the guidance of our visiting experts. Interested staff were also invited to attend an after school workshop which they found both highly enjoyable and motivating.

Performance is also highly valued and nurtured at Milton Public School. A comprehensive Music Program is embedded into our weekly timetable and again, many extra opportunities are provided. We are lucky to have such a dedicated staff and such supportive parents. We have a 1–2 Choir and a 3–6 Choir who perform regularly in and out of school. We have two Dance Ensembles who do likewise, as well as a Ukulele Group, a Rock Band, “The Rockmelons” (Sienna, Harrison, Kai, Jaya, Sean and Nazaar), a Drumming Group and a talented singing group, the “Four Amigos” (Ruby, Poppie, Charlotte and Maya). Choirs sang at special events such as Grandparents’ Day and Presentation Day and also performed at the local community Christmas Carols. “The Rockmelons” are always popular when they perform at school and they were invited to open the local community Escape Artfest down at Ulladulla Harbour.

The prestigious annual Shoalhaven Eisteddfod is an

event Milton Public School has along and proud association with. Congratulations to Miss Howes and the Dance Ensemble students who performed with enthusiasm and precision. Congratulations also to the almost 200 students who travelled to the Entertainment Centre in Nowra to perform in the Choral Section of the Shoalhaven Eisteddfod. Participation in such an event has obvious rewards. Then, to achieve at a very high level, is something, as a school community, we are extremely proud of. It was a highly competitive event, including choirs from Wollongong to Batemans Bay. The 1–2 Choir, led by Ms Elenius and supported by Mrs Hicks, were awarded second place with a magnificent score of 88%. The 3–6 Choir lead by Mr Rutherford and accompanied by Mrs Fair were awarded first place with extraordinary scores of 100 % and 96%. To be a part of creative pursuits is fabulous, to excel at choir singing is brilliant!

Eight classes took to the stage at the Shoalhaven Eisteddfod and recited a poem. Congratulations to KC, KO, 2BE, 4W,5/6R, K–6S, 3T and 4A for your enthusiastic and polished performances. There were also some great results on the day. Well done 5/6R on receiving a Highly Commended. Congratulations to 3T for being placed third in a very competitive section. Also, congratulations to K–6S and 4A who both achieved first place.

Such wonderful opportunities only occur due to the fantastic support from our staff and families. To participate in this extracurricular event has obvious and numerous positive effects, and with the entire school community being supportive, our students truly shine. They looked great, they sounded great, and, as always, the largest amount of audience members at the Entertainment Centre in Nowra came from MPS!

As a result of more than 20 years of extraordinary participation and award winning performances in the Shoalhaven Eisteddfod, Milton Public School were rewarded with two fantastic opportunities.

The 3–6 Choir, after their breathtaking performance, were invited to perform at “Stars of the Eisteddfod”. Also, the Shoalhaven Eisteddfod Society decided to pay for musicians from the Conservatorium of Music to travel to Milton Public School to provide a free concert for our 3–6 students as a way of saying thank you for our continued support. David Miller and six of his students entertained us for about an hour. Our students had the opportunity to listen to a string quartet, learn more about the harp and practise various vocal exercises. Some students even had the opportunity to conduct and play some of the instruments. It was a wonderful experience!

The local Bush Ballad Poetry competition was also supported by our school and congratulations to Lucas who was the winner of the competition for Primary Students. He was also awarded the Jim Graham Memorial Trophy which is a perpetual trophy.

Milton Public School also supported the famous Southern Stars Concert in Wollongong. What an amazing opportunity for some of our students to sing, dance or drum with over 3000 other school performers.

We thank our dedicated staff; Miss Howes, Mrs Hicks, Mrs Thomson, Mrs Taffs and Mrs Blomgren for their fantastic support as well as many of our wonderful parents.

The Milton Public School Musical was back! This year "Shrek" was presented at Milton Theatre for our school community. It was incredibly successful and more than 100 students performed to sell-out crowds.

Another wonderful opportunity provided for our older students was the Ulladulla High School Exposure Concert. Talented students from our local high school entranced our students with magnificent singing, dancing and a range of musical performances.

Our younger students danced at the annual K–2 Spring Fling. They also performed on stage at the Christmas Concert. Junior Primary learnt a variety of bush dances and celebrated their efforts with enthusiasm at the annual Junior Primary Social. Senior Primary learnt a variety of traditional dances and performed these at the annual Farewell to Year 6 evening.

"Music: Count Us In" celebrated its tenth birthday this year. Milton Public School is one of a few who have participated in this Australian Music Council initiative since its inception and this year was no exception. At the appointed time the whole school sang and signed Auslan to the song, "Let it Play".

Debating

Milton Public School entered two teams in The Premier's Debating Challenge. The Year 6 team consisted of Samantha, Poppy, David, Jack and Marcus. The Year 5 team included Zach, Jaslyn, Holly and Nazar. The first debate was at school against each other and the Year 5 team came out winners. After this debate both teams debated against the two Callala Bay PS teams at school, Sussex Inlet PS and Vincentia PS at Sussex Inlet. At the end of the first round Milton's Year 6 team had 3 wins and 1 loss. Our Year 5 team had 1 win and 3 losses. The Year 6 team were equal at the top of the table with Vincentia and Sussex Inlet and therefore there was a debate off at Vincentia PS. Milton lost their debate to Vincentia, who then lost their debate against Sussex making Sussex Inlet PS the zone champions.

Milton Public School were also involved in the Milton Ulladulla District Speaking competition (MUDS) for the third year. Our Year 6 debating team first travelled to Ulladulla PS to debate, with the winner to then debate against St. Mary's PS. This was a very close debate with Ulladulla winning with better rebuttals. Then we competed against St Mary's PS for the prepared speeches and final debate. In the Junior section of Years 3 & 4 prepared speeches Milton was represented by Ivy and Lucas. In the Senior section of Year 5 & 6 we had our school captains, Julia and Archie, delivering speeches. Lucas won the Junior Section and Archie won the Senior section. Although Ulladulla won the debating, Milton had enough points to win overall.

The Milton Public School Multicultural Public Speaking Competitions were held in the hall and old hall in Term 2. The students who competed were: Poppy and Samantha (Yr6), Zach and Nazar (Yr5), Emily and Lilly (Yr4) and Ivy (Yr3). Well done to all students for presenting excellent prepared speeches in front of a large audience. The impromptu speeches were: 'Mask's' for Stage 3 and 'The sky is ...' for Stage 2. This was difficult to present with only 5 minutes to prepare, but everyone had a great go. The two students from each Stage chosen to represent the school at the District Final at Milton Public School were Zac and Poppy from Stage 3 and Emily and Ivy from Stage 2.

At the District Final students came from Ulladulla, Sussex Inlet, Batemans Bay, Callala Bay and Sanctuary Point to compete. Both Emily and Ivy presented their speeches clearly and confidently on the topic 'Bullying'. After the prepared speeches they had 5 minutes to prepare an impromptu speech on the topic 'Good beginning'. The competition in this section was very strong and a student from Sussex Inlet won, moving on to the Regional Final. In the Year 5/6 final Zach represented Milton with his prepared speech 'Boundless plains to share' and Poppy's speech was on 'Refugees'. All prepared speeches were of an extremely high standard, including Zach and Poppy's. The impromptu speech topic was 'Leaders' and this was difficult with only 5 minutes to prepare. A student from Callala Bay won this section and moved on to the Regional Final.

NAIDOC Public Speaking

In 2016 Molly, Tarlia, Chloe and Lilly participated in this competition. They first went to a workshop at Narooma PS which helped them to prepare a speech, learning more about their culture and heritage in the process. They then presented their speeches at Ulladulla Public School as teams of 2 with a limit of 4 minutes on the theme 'Songlines: A living narrative of our nation'. All girls spoke clearly and confidently, delivering well prepared speeches about the history of their Aboriginal heritage through song, dance and dreamtime stories. These 4 girls are to be commended for going out of their comfort zone to participate in such an important event.

ISER Touring Ensemble

The Illawarra and South–East Regional touring ensemble performed 2 wonderful shows at Milton Public School in 2016. The 45 strong DET High School students consisted of a stage band, dancers and vocalists. The performers were extremely professional from the song choices to the choreography, band music and colourful costumes. Former Milton Public School students Rachel and Brea (vocalists) and Leon (band) were performers in the ensemble.

Itinerant Support Services (Hearing Impairment)

Children who are identified with a significant and permanent hearing–impairment are well supported in DEC schools from Jervis Bay in the north to Eden in the south. Milton Public School is the centre for the Far

South Coast Itinerant Support (Hearing) Team. The Assistant Principal(Hearing) based at Milton PS, leads a team of 6 specialist teachers who provide support to eligible students. Itinerant teachers (hearing)work with children from birth to school leaving age to develop in them effective communication skills, thereby supporting their access to the school curriculum when they reach school age. The role of the itinerant is multi-faceted: we support families from the time of diagnosis; provide professional development to schools and staff; prepare, implement and evaluate individual learning plans; liaise with a range of interagencies e.g. Australian Hearing, Sydney Cochlear Implant Centre, Westmead Deafness Centre, Royal Institute for Deaf & Blind Children. The Itinerant Support Teachers (Hearing) work to ensure excellent communication networks are established and maintained in support of each student.

Support Classes

At Milton Public School we have four support classes including three Multi Categorical and an Autism Class.

The team is committed to finding better ways of ensuring that we meet the additional learning and support needs of all our students. Milton Public School's policies and practices are aligned to the Commonwealth Disability Standards for Education and include: parental choice regarding enrolment, access and participation, curriculum development, accreditation and delivery, students support services, and elimination of harassment and victimisation. All students in our support classes are treated on the same basis as students without disability. Support staff make reasonable adjustments to the learning programs and environments for all students. Parents, and where appropriate, students with disability are consulted on the personal adjustments that are provided.