

Miller Public School

Annual Report



2016



4338

Introduction

The Annual Report for 2016 is provided to the community of Miller 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.

Bronwyn York

Principal

School contact details

Miller Public School
Miller Rd & Shropshire St
Miller, 2168
www.miller-p.schools.nsw.edu.au
miller-p.School@det.nsw.edu.au
9607 8293

Message from the Principal

2016 has been a wonderful year at Miller Public School, made possible by our dedicated staff and supportive families. At MPS we all focus on living our vision – Learning & Creating Our Future Together – every school day – staff, students & their families.

In 2016, we formed 7 mainstream classes and increased to 5 support classes. Our school strives to be truly inclusive and acknowledge that all students have strengths and abilities to share and celebrate. This year for the first time, students from our Support Unit stepped onto the stage as part of the Shining Stars Dance & Drama ensembles, performing at NIDA and then at the State Drama Festival. One of these students has been voted as a Vice-Captain for 2017!

We continue to provide daily opportunities for all students K–6 to incorporate current technology into their learning with the provision of Infinity & XO notebooks 1:1, iPads and Interactive Whiteboards across the school. Our school continues to implement Visible Learning practices in all classrooms to ensure that students know what they are learning, why they are learning, and how they can progress in their learning. Our teachers highly value the coaching/mentoring role of our Assistant Principals & Instructional Leader, and opportunities we have to strengthen our teaching practice through the Early Action for Success initiative. We believe as Dylan Wilam says: "every teacher can improve".

Our parents work in partnership with the school through an active P&C, who not only raise funds for the school but support all our major events. They also contribute valuable feedback to the school on school plans and programs. This year they contributed to an upgrade of our library, the purchase of additional library books, the Yr.6 farewell and awards for Presentation Day.

Our Miller Minis initiative helped to prepare the Kindergarten of 2017 through a two day per week program, which is highly valued by our parent community. In partnership with The Smith Family students are supported with scholarships, a Reader2Reader program and support for our weekly Homework Club. Every day our students can enjoy a healthy breakfast at the Good Morning Cafe, thanks to the partnership with Foodbank NSW and sponsorship through the Clubs Grants program.

This year our students Yr.3–6 began our participation in the Liverpool Council 2168 Children's Parliament, which promises to be a great opportunity for them to have a voice in local decisions when it launches in 2017. Our 2168 Community of Schools continued to share in a range of activities across the year including professional learning for staff and our students joined with schools across the Liverpool district for sport and performing arts events.

I look forward to 2017 and all the wonderful things ahead of us as we continue to make Miller PS, or as I often call it "Shropshire St Academy" a place where everyone is Safe, shows Respect and is a great Learner.

School background

School vision statement

Learning & creating our future together!

As a school community the educational reality we want is one where:

- Everyone is learning
- Learning is challenging & innovative
- Students know they are cared for and supported
- Students have a voice
- We are problem-solvers
- We are responsible & resilient
- We connect with each other, our community & the world
- What we do today helps prepare us for our future

School context

Miller Public School is in the Liverpool area. The student population of 205 students reflects the cultural diversity of the area with 56% from language backgrounds other than English; mainly from Arabic, Vietnamese, Samoan and Islander backgrounds. Currently there are 25 Aboriginal students from K–6. The school staff comprises of both early career and highly experienced teachers who are committed to providing a caring & engaging learning environment with quality teaching practice and programs. There are 12 roll classes, including a 5-class Support Unit with one class for Mild Intellectual disability and four Multi-categorical/Autism classes.

In 2013, the school was included in the Early Action 4 Success (EA4S) initiative in partnership with three other local schools; Busby PS, Mt Pritchard East PS and Lurnea PS. The school places a strong emphasis on literacy and numeracy intervention programs to support learning and has been involved in the Positive Behaviour for Learning (PBL) strategy. Our school climate is one that fosters and nurtures lifelong learning within a safe and supportive school environment where students' skills and talents are valued and celebrated. As a member of the 2168 Community of Schools group and Liverpool School Education Group, students also have access to opportunities in the performing arts, inter-school sport, public speaking, spelling competitions, and other combined events. Teachers across these schools also share in professional learning, particularly that which is facilitated through the EA4S initiative; L3 & L3K (Literacy), Targeting Early Numeracy (TEN), Formative Assessment and Visible Learning.

Our school has strengthened links with Miller Technology High School, giving students a range of opportunities to develop the middle years of schooling. These opportunities include the Academic Challenge & Excellence (ACE) program, GALA sport days, coaching clinics, NAIDOC & Harmony Day events. Staff from both schools have also collaborated to further support students successfully transitioning into both mainstream and Special Education settings.

School staff and parents/carers enjoy a positive relationship, with an active P&C who work in partnership with the school. Through their combined efforts many successful school community events have been held to support student learning and engagement and also raise funds to support school priorities.

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.

Learning

During 2016, Miller Public School continued to strengthen professional networks and fostered communication and sharing of pedagogy across a community of schools. Staff were inspired to work in collaboration and build strong

leadership capacity in staff, students and the community resulting in a focus on leading learning. Our school worked with educational theorists such as Simon Breakspear in Agile Learning Sprints and held TeachMeets across three Early Action for Success schools. The focus was to analyse our learning cycles in two weekly cycles with a targeted focus to shift learning. Our programs are engaging and innovative. We believe our students should be future focused 21st Century learners who are problem solvers, designers, creators who work in collaboration as part of being active citizens.

In 2017, we will continue to build positive and high expectations relationships across our school community underpinned by productive learning environments. We will continue to support our students to develop as reflective and collaborative learners who maintain high aspirations for themselves and others.

In the area of Learning, we believe our school is Sustaining and Growing.

Teaching

Staff continued to participate in Data talks and analysis to guide teaching and learning programs. Teachers work in collaborative cycles of professional dialogue across stages. They give and receive planned and constructive feedback through these cycles of professional learning. Executive teachers provide mentoring through effective shoulder to shoulder coaching with critical conversations where together as a team, we build on what can be improved, what resources are needed and what other factors need to be considered to then engage in impact on learning achievement. Our staff are committed to a continuous cycle of improvement. We model the same high expectations and growth mindset in our own staff professional learning. Leadership opportunities are given to all our staff to build leadership capacity. All staff complete Personal Development Plans (PDPs) where each staff member selects a minimum of three professional goals that are linked to the professional teaching standards and our school's strategic directions.

In 2017, we will continue to set high professional standards through collaborative and reflective practice to enhance pedagogy that is based on evidence based research.

In the area of Teaching, we believe our school is Sustaining and Growing

Leading

At Miller Public School we give a voice to all our community through Telling Them From Me surveys, focus groups and community meetings. We lead in evidence of impact and Student Welfare. We have our staff working in collaborative practices and executive mentoring roles are recognised as key factors in school capacity building. Our Leadership team maintain effective communication with staff and community to bridge understanding around the school priorities and directions.

In 2017, we will continue to build learning alliances with our networks and community of schools as well as our own school community. We will look at other initiatives and ways to engage and encourage student voice through more student led projects. Staff will be working in networks to share expertise and learn from other contexts and how we can then relate this back into our own school.

In the area of Leading, we believe our school is Sustaining and Growing.

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>

[/our-reforms/school-excellence-framework](#)

Strategic Direction 1

High levels of student engagement & performance

Purpose

For students to achieve success through our relentless commitment to high expectations for all.

To empower them, through differentiated learning, to be creative, innovative, critical thinkers & collaborative learners who find joy in learning and know how to build their skills and understanding.

To develop skills in leadership, global citizenship and cultural awareness that will enhance their personal resources for future success and wellbeing.

Overall summary of progress

Our focus remained on further implementation of a Visible Learning pedagogy across the school to ensure that students know what they were learning, why it was important, and how were they progressing. A number of these strategies were set as baseline conditions that could be seen in every classroom at any time. They included: Learning Intentions & Success Criteria (LISC) and Bump It Up Walls for Reading, Writing and Numeracy.

As part of the Early Action for Success strategy, our Instructional Leader works closely with classroom teachers, Learning Support staff and specialist teachers to cater for individual needs. The implementation of tiered intervention, individual learning plans and access to specialised support and external agencies compliments the Every Student, Every School reform and promotes a culture of high expectations for all students. Systems and processes have been established for monitoring student progress.

Teachers continued to offer a range of extra-curricular activities to students during recess, lunch or after school in order to promote positive social interactions and inclusive attitudes. In addition to gardening, dance, choir, after school sport and Homework Club there was also art club, drumming group, Koori Club and Girls Group.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
30% increase in number of students at/above grade expectation in literacy & numeracy from PLAN/EA4S data (students with attendance >85%)	<p>All teachers entered PLAN data for all areas of literacy and numeracy in Week 5 & 10 each term and ongoing updates were made to the whole school Data Wall.</p> <p>At the end of year our school PLAN data showed:</p> <p>Kindergarten students achieved expected growth was 46% in reading, 39% in Writing and 82% in numeracy,</p> <p>Stage 1 students achieved expected growth was 31% in reading and 23% in writing,</p> <p>72% of Stage 1 students achieved grade expectation in numeracy.</p> <p>39% of Kindergarten and 49% of Stage 1 students received targeted support aligned to EA4S strategies.</p> <p>Weekly planning/lesson differentiation and student data tracking took place for K–2 teachers with the Instructional Leader.</p> <p>NAPLAN data showed growth of 18% in Reading and 34% in Grammar of Year 5 students achieving at/above grade expectation.</p>	<p>Instructional Leader weekly planning and in-class mentoring support from IL and Assistant Principal</p> <p>\$60,000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% decrease in number of suspensions by 2017	<p>Suspensions for the year have decreased by 25%.</p> <p>Targeted interventions & plans in place for students identified at-risk in behaviour for learning.</p> <p>100% of students can set learning goals in literacy and/or numeracy K–6.</p> <p>100% of students providing feedback about their learning via the Student Comment in school reporting.</p>	<p>Individual learning plans & support plans developed</p> <p>\$5,000</p> <p>Student Learning Support Officer in-class support for identified at-risk students K–6</p> <p>\$20,000</p>

Next Steps

Reflections and evaluations on progress made will inform future directions for 2017 and ensure the 3 year plan remains on track to provide high quality educational outcomes.

The next steps required for successful implementation:

- Teachers to continue to broaden the range of formative assessment strategies that are implemented into everyday classroom practice with a focus on differentiated learning and student self-assessment strategies.
- Extend programs for personalised learning that include both student interest groups and project/inquiry based learning to foster creativity, collaboration and critical thinking skills.
- Further develop opportunities for students to be actively involved in leadership and school decision making that includes leadership training, structures for student feedback and authentic opportunities for student generated initiatives.



Strategic Direction 2

Excellence in Teaching & Leadership

Purpose

To create a strong learning culture for all staff; characterised by a growth mindset, collective efficacy and moral purpose where teachers take shared responsibility for student improvement.

To build system leadership across the school with learning that is future focussed, evidence based, differentiated and responsive to serve the overarching strategic vision of the school community.

Overall summary of progress

Throughout the year teachers were engaged in building their capacity in moderated evidence-based practice. All teachers implemented the 5-weekly updating of PLAN data across the aspects of literacy and numeracy for all students. The data was used in weekly planning and reflection times with the Instructional Leader and at collaborative planning days with Assistant Principal team leaders.

Teachers visited each other's classrooms and shared strategies and resources in professional learning sessions. The Instructional Leader worked shoulder to shoulder with teachers K–2 to support them in strengthening teacher-identified areas of classroom practice. L3 Kindergarten and L3 Stage 1 professional learning was undertaken and TEN training was provided for new staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers demonstrate proficiency and 20% of teachers (2–3) are accredited at Highly Accomplished/Lead Teacher	Teachers were supported and through the process of accreditation. Some of our staff are currently doing maintenance of accreditation and others are seeking higher levels and will continue to follow this through in 2017.	EA4S & School resources utilised to support L3K & L3 Stage 1, numeracy, collaborative practices & targeted intervention and support for identified students.
All staff successfully meet the goals of their PDP (Performance Development Plan) including a Formative Assessment focus.	All staff met with executive supervisors to plan, implement, evidence & reflect on Performance Development Plans (PDPs). These were linked to our strategic directions and the Teaching Standards. Staff have begun to look to future directions in terms of where to next for further professional development. Formative assessment focus was addressed with several strategies in place to formally assess our students' point of need in their learning.	\$75,000 RAM funding utilised to employ SLSO K–2 & Year 3–6 to support literacy and numeracy programs for identified students.
		\$60,000

Next Steps

Reflections and evaluation on progress made will inform future directions for 2017 and ensure the 3-year plan remains on track to provide high quality educational outcomes.

The next steps required for successful implementation:

- APs to work in a mentoring/instructional leader role with their teams replicating the EA4S model of weekly planning/teaching/reflecting and in-class shoulder-to-shoulder team teaching/demonstration.
- K–2: Continued implementation of L3 Kinder and L3 Stage 1, TEN, Formative Assessment and Leadership development.
- Yr 3–6: Continued implementation of Formative Assessment strategies and development in moderation of evidence, Super Six strategies and Leadership.
- Support Unit: Continued implementation of Formative Assessment strategies, Data Collection and differentiated programming and teaching.

Strategic Direction 3

Authentic partnerships & learning alliances

Purpose

To build strategic learning alliances facilitating continual improvement, innovation & shared professional practice.

To develop community partnerships with agencies & organisations; enabling the delivery of targeted support & dynamic opportunities that contribute to a positive school culture.

To build community trust & strengthen relationships through proactive engagement, inclusive, transparent & accountable practices aligned to priorities.

Overall summary of progress

The school focused on building a range of learning partnerships within the school and across schools. Within the school we provided opportunities for targeted pro-social skill development for students through partnership with Kids Xpress, an expressive therapy program. Our parents also deepened their understanding of school planning and targets through the increased attendance at P&C meetings. Some parents, new to the school, have become regular members of the Mums & Coffee mornings and others have become regular members of the Wheely Good Playgroup which also meets one morning per week.

In Term 4, Uniting Burnside began a weekly Playgroup and a one day/week supported transition to school program. The school continued its partnership with The Smith Family to provide direct support to families and also to jointly maintain a weekly Homework Club program.

Miller Minis has enabled the school to provide more substantial early learning and school readiness opportunities to our 2017 Kindergarten students, especially those who would not otherwise access pre-school programs. The two day program had over 30 students by the end of the year. Students attending the program were identified early and targeted for interventions through speech and occupational therapy observation and assessment; to support successful transition to Kindergarten in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Higher level of authentic parent engagement in the learning culture of the school (from 30% to 50% by 2017)	Parent engagement continues to be high with large numbers of the community attending and supporting school wide events. Collection of attendance will be collated to see if increase of parent attendance has been achieved.	Arabic speaking SLSO employed to support parent engagement \$13,000
Increased professional learning partnerships within our school, across schools & with paraprofessionals	Our school continued to be part of several Community of Schools networks with partnerships to promote shift in pedagogy through workshops with theorists such as Simon Breakspear.	Teacher and SLSOs employed to deliver two day/week transition program \$75,000
90% of students who access MPS school readiness program enter formal schooling achieving Cluster 1 or above according to Best Start Assessment data (currently 100% entering at Cluster 0)	30% increase in number of students accessing the Miller Minis transition to school program. 17% increase in students who were part of the school readiness program achieving Cluster 1 or above in Best Start for Reading and 20% in Phonics. 18 students accessed the 10-week Kids Xpress programs over three terms.	Speech therapy and OT assessment \$57,000 Professional learning partnerships \$8,000
	Miller PS identified and referred families to The Smith Family for scholarships.	

Next Steps

Reflections and evaluations on progress made will inform future directions for 2017 and ensure the 3–year plan remains on track to provide high quality educational outcomes.

The next steps required for successful implementation:

- Continue Miller Minis program linked to the Early Years Learning Framework.
- Continue Youth Worker (School Chaplaincy Program funded) two days per week to support L&ST identified students in classroom and playground through informal support and structured pro–social programs.
- Establish regular learning walks for parents to build authentic knowledge of classroom learning programs.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have a Personalised Learning Pathway developed in consultation with students and parents/carers.</p> <p>Aboriginal SLSO gave students in-class and playground support and co-led Koori Club.</p> <p>Aboriginal students were nominated by teachers for LLAECG awards.</p> <p>Aboriginal students received subsidies to increase attendance at school excursions.</p> <p>All classes contributed to NAIDOC Assembly and all Aboriginal students participated in the 11 Schools Combined NAIDOC event hosted by MPS.</p> <p>Aboriginal Scholarship awarded at Presentation Day assembly.</p>	\$15,287
English language proficiency	<p>Arabic speaking SLSO provided in-class support for students and translation/communication support for parents.</p> <p>EAL/D teacher provided in-class literacy support for identified students.</p>	\$29,740
Low level adjustment for disability	<p>SLSO support for student learning and wellbeing K-6 as identified through LST processes. Students supported in classroom and/or 1:1 literacy support through Multilit.</p>	\$146,528
Quality Teaching, Successful Students (QTSS)	<p>Effective mentoring to assist staff to enhance quality teaching experiences and pedagogy.</p> <p>Executive support and mentoring for teachers completing accreditation.</p>	\$8,000
Socio-economic background	<p>Executive teachers released to deliver professional learning to staff through mentoring, collaborative team planning, in-class shoulder to shoulder teaching, support & lesson demonstration.</p> <p>Daily no-cost breakfast program to provide a healthy start to the learning day. Lunches & healthy snacks provided to students as needed. Food hampers sent home fortnightly to approximately 40-50 families.</p> <p>Subsidies for all school excursions to enable increased participation and promote student engagement.</p> <p>Additional SASS time to further develop communication processes between school & community.</p> <p>Two days per week transition to school program to enable early identification and intervention. Early links with families established. Positive social skills early learning and opportunities to engage in school events to support successful transition</p>	\$280,023

Socio-economic background	into formal schooling in 2017.	\$280,023
Support for beginning teachers	Ongoing professional learning for teachers aligned to PDP goals. Additional release time for planning, targeted student plan development, mentoring support from Assistant Principal supervisor. Teachers attended professional learning in Accreditation, L3, TEN and Beginning Teacher PD sessions.	\$27,250
Targeted student support for refugees and new arrivals	Arabic speaking SLSO working with students to support learning.	\$2,500
Early Action for Success (EA4S)	<p>Ongoing professional learning in Literacy and Numeracy K–2 delivered through weekly planning/data & feedback sessions with the Instructional Leader.</p> <p>Targeted intervention in literacy and numeracy for identified students at-risk in learning delivered through small group and 1:1 IL, class teacher and SLSO support.</p> <p>Student progress in literacy and numeracy reported every five weeks for analysis and markers of growth.</p> <p>Shared professional learning around Formative Assessment and Visible Learning across EA4S Community of Schools and within Miller PS K–6.</p>	\$82,000



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	107	102	104	118
Girls	85	80	78	87

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	88	87.3	91.2
1	94.3	93.1	88.5	85.9
2	94.1	89	90.4	87.3
3	95.1	91.1	90.3	91.4
4	94.8	92.3	92.1	89.5
5	93.8	94.5	95.1	91.3
6	94.1	91.6	94.5	94.2
All Years	94.1	91.3	91.1	90.2
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

Management of non-attendance

Regular attendance monitoring is carried out by the staff with contact made to parents if students whose attendance is causing concern. This is also monitored through the Learning and Support Team on a weekly basis. Excessive non-attendance is referred to the Home School Liaison Officer who meets with families and the Principal. The Home School Liaison Officer meets twice a term with the School Executive to discuss plans and actions taken in response to monitoring and referrals.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.06
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.4
School Administration & Support Staff	7.08
Other Positions	2.38

*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	54
Postgraduate degree	44

Professional learning and teacher accreditation

Miller Public school staff actively engage in ongoing professional learning that is evidence based. We are currently in our fourth year of Early Action for Success. Weekly sessions with our Instructional Leader in team collaborative sessions where data is analysed and professional learning is shared in the areas of Numeracy and Literacy. We had two beginning teachers who qualified for the first phase of funding and were given targeted mentoring support. 70% were classified as New Scheme teachers and are working towards or maintaining Proficient level of accreditation. We offer an Induction program to ensure the transparent understanding of school policies and protocols. Miller Public School continues to be involved in Community of Schools networking to build collaborative practice.

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.

Income	\$
Balance brought forward	204 197.05
Global funds	433 475.09
Tied funds	561 824.29
School & community sources	75 837.88
Interest	4 995.91
Trust receipts	10 111.75
Canteen	0.00
Total income	1 290 441.97
Expenditure	
Teaching & learning	
Key learning areas	290.00
Excursions	5 214.78
Extracurricular dissections	15 776.75
Library	0.00
Training & development	9 330.00
Tied funds	406 047.55
Short term relief	47 529.73
Administration & office	226 857.92
School-operated canteen	0.00
Utilities	46 249.68
Maintenance	64 071.53
Trust accounts	11 265.84
Capital programs	5 820.96
Total expenditure	838 454.74
Balance carried forward	451 987.23

	2016 Actual (\$)
Opening Balance	0.00
Revenue	493 095.05
(2a) Appropriation	465 487.23
(2b) Sale of Goods and Services	1 267.27
(2c) Grants and Contributions	26 194.51
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	146.04
Expenses	-222 573.18
Recurrent Expenses	-222 573.18
(3a) Employee Related	-143 851.62
(3b) Operating Expenses	-78 721.56
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	270 521.87
Balance Carried Forward	270 521.87

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.

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

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	1 361 968.93
Base Per Capita	10 942.72
Base Location	0.00
Other Base	1 351 026.21
Equity Total	471 577.17
Equity Aboriginal	15 286.77
Equity Socio economic	280 022.61
Equity Language	29 739.82
Equity Disability	146 527.97
Targeted Total	884 775.59
Other Total	262 101.20
Grand Total	2 980 422.88

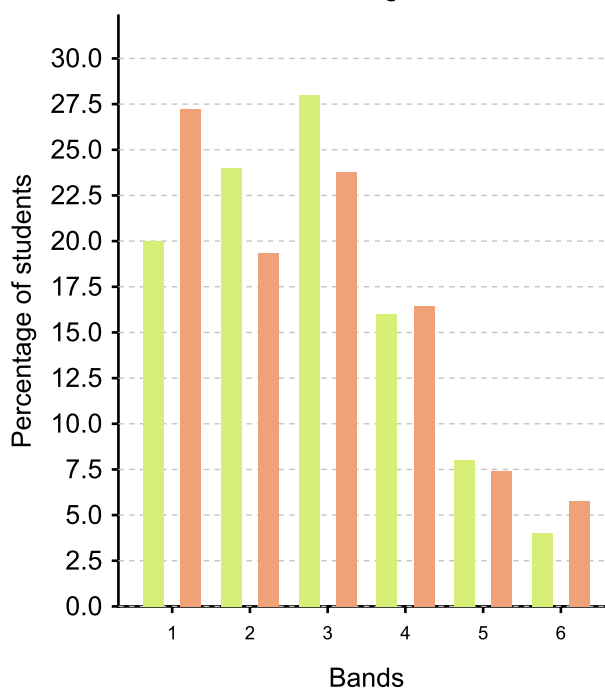
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

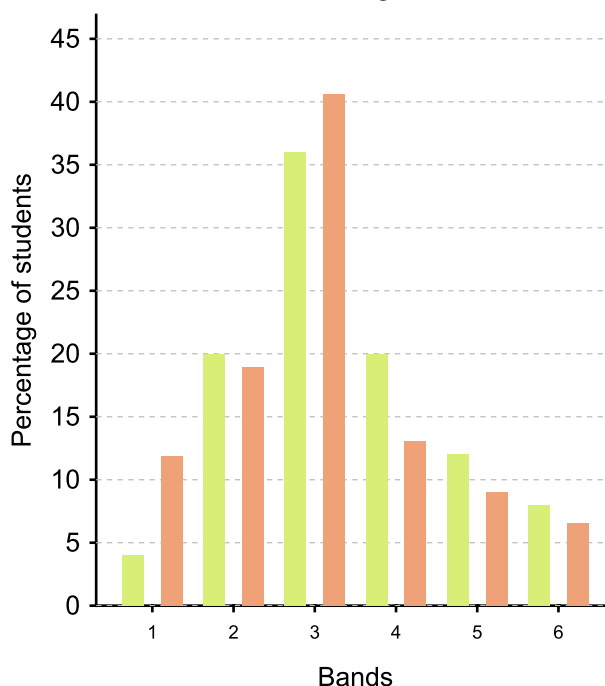
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Reading



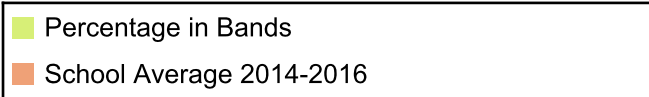
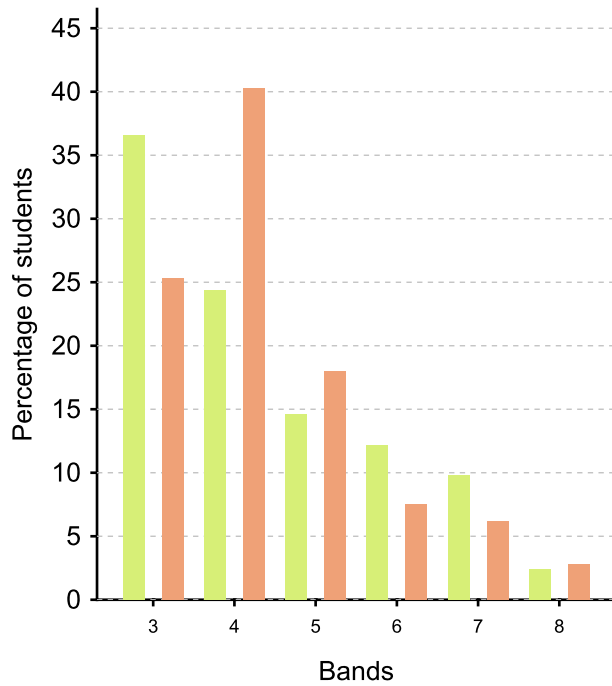
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

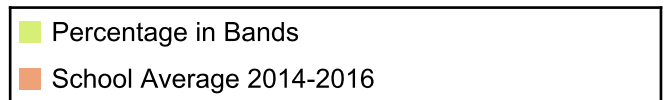
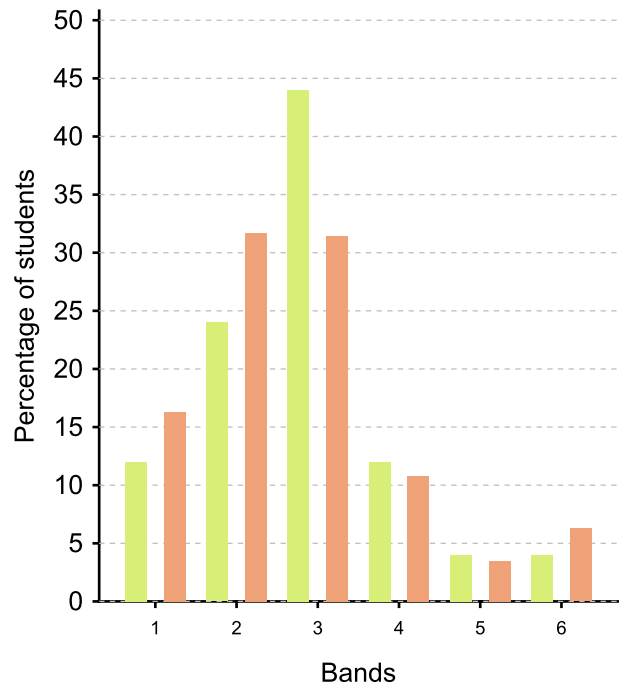


Percentage in Bands
School Average 2014-2016

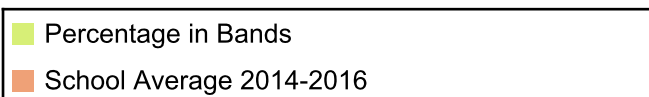
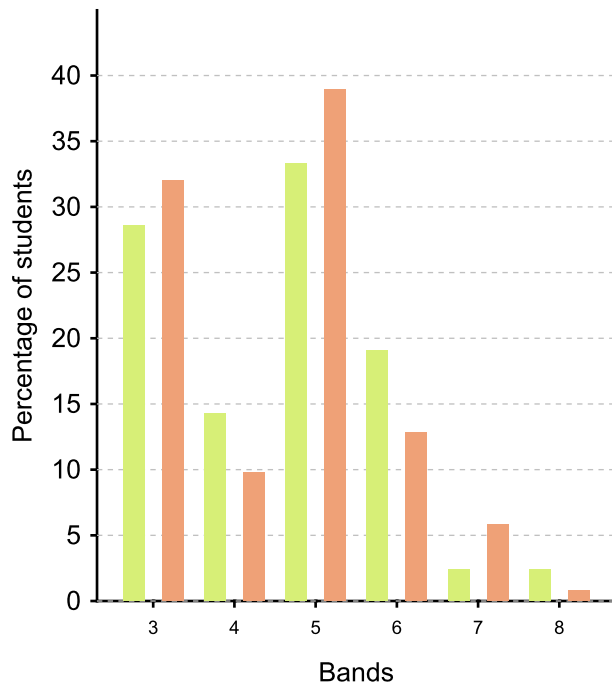
Percentage in bands:
Year 5 Reading



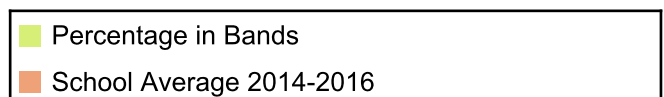
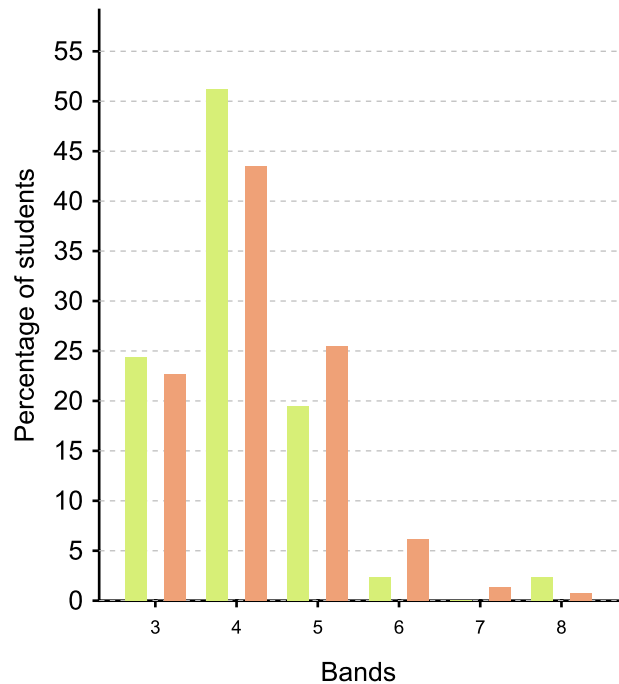
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, Miller Public School regularly sought parent feedback through P&C meetings and informal meetings such as the Mums & Coffee mornings. Students, parents and staff all participated in the Tell Them From Me surveys. These results showed 99% of students believe that education will benefit them personally and economically into their future. 71% of students participated in extra curricular activities such as music, dance and drama. Parent responses showed that they feel welcome at school, can easily speak with their child's teachers and the school's reports are written in a form that they can understand. Staff reported a strong consensus that they have high expectations for student learning, they work collaboratively and that school leaders helped them establish challenging and visible learning goals for students.



Policy requirements

Aboriginal education

Aboriginal Education at Miller Public School aims to improve retention and educational outcomes for Aboriginal students as well as educating all students and staff about Aboriginal history and culture. Initiatives to support Aboriginal Education included the following:

- Aboriginal SLSO employed one day/week to provide in-class and playground support for student engagement
- Personal Learning Pathway plans developed for each Aboriginal student in consultation with class teachers, parents or carers, Learning & Support staff and the students themselves. The plans identify student strengths, goals and aspirations across academic, social and cultural domains
- A weekly Koori Club was established for Aboriginal students including the development of a Yarning Circle of recycled logs, which the students helped to paint
- Aboriginal students and Gardening Gurus students combined to work on the regeneration of the Indigenous Garden, which included a visit from a Royal Botanical Gardens representative to talk about Bush Tucker and local native plants

- Two senior students joined the Didg Group at Miller Technology High School to further develop their skills with the support of the ASLSO
- Uncle Steve Williams began to re-imagine and re-paint an existing mural to include the Aboriginal and Torres Strait Islander flags, and reflect the artistic theme of "many nations coming together on Aboriginal land"
- Five staff were active members of the Liverpool LAECG and supported MPS staff to nominate students for Nanga Mai awards and Aboriginal Student Achievement Awards
- Miller PS hosted the first LLAECG sponsored Combined Schools NAIDOC Celebration Day with over 350 students and family members from 11 local schools; primary and secondary. The event was also attended by LLAECG representatives, local Aboriginal elders, Aboriginal health agencies, performance groups and DoE representatives.

Multicultural and anti-racism education

Miller Public School is a culturally diverse community who work together collaboratively and harmoniously. We have over twelve language groups represented by our students of non-English speaking backgrounds, including a small number of students with refugee status. Initiatives to support our commitment to inclusive education and respectful relationships include:

- Annual Harmony Day events. In 2016, the school students and staff were joined by parents and P&C representatives for a fun day of fitness and activities. Students and staff wore orange clothing and the P&C held an orange cupcake stall at recess with the funds raised to be used to purchase bi-lingual library books and multicultural library resources
- A school funded EAL/D position one day/week to support students from non-English speaking backgrounds. This support was in the classroom, small groups and also individual instruction
- A school funded Arabic speaking SLSO one day/week who supported parents of students in Miller Minis and those new to the school, and helped to establish the Mums & Coffee morning. She also gave students individual support in the classroom and assisted office staff with translation for parents
- The development of a PBL (Positive Behaviour for Learning) team to continue promoting inclusive attitudes and tolerance through the explicit implementation of PBL strategies across the school
- All teachers embed multicultural perspectives across the curriculum
- The MPS School Ambassador designed a multicultural awareness project with Ambassadors from three other schools

Other school programs

Performing Arts

Many students at Miller PS enjoy participating in a range of performing arts experiences. In 2016 the School Dance Group and Choir performed at the West Liverpool Performing Arts Festival. Students from the Special Education Support Unit participated in the Shining Stars Dance and Drama Ensembles, with the drama ensemble being invited to perform at the State Drama Festival. In Term 4 each year, the school holds a Red Faces event where students from Kindergarten to Yr.6 sing and dance in friendly competition and to the applause of the whole school.

Environmental Education

The Gardening Gurus group, with students from Kindergarten to Yr.6 continued to meet each week. They took care of the garden areas around the school through planting, watering and weeding. They established a number of raised garden beds with edible plants and herbs and were directly involved in the rejuvenation of the Indigenous Garden. Students also participated in the 500 Schools Planting initiative.

Technology

Miller PS continued to support student access to current technologies. Our ICT co-ordinating teacher ensured that each student K-6 had an XO/Infinity netbook assigned to them for use in the classroom. She developed a Tech Club for students to train as in-class ICT support people, and begin to learn basic coding, with the assistance of the school Youth Worker. Over two school terms students from Stage 2 and Stage 3 learnt about Coding through a school-funded initiative.

Good Morning Cafe & Foodbank Partnership

In 2016 our school continued to provide a daily no-cost breakfast program to our student community to promote positive social interactions and a healthy start to the school day. The school maintained its strong partnership with Foodbank NSW and received a grant through the Clubs Grants program to fund the initiative. Each 2-3 weeks the school also puts together food hampers to share with our school families and support food rescue and redirection. Food items from Foodbank were also donated by the school to the combined schools NAIDOC event. Over the course of 2016, our school distributed over 7000 kgs of food to support our community, healthy food choices and sustainable food practices.

Transition to School

In 2016 Miller PS continued to support school readiness and a successful transition into Kindergarten through our Miller Minis program. Children coming into Kindergarten in 2017 were eligible to attend the two day program with teacher and SLSO support. This program enables early OT and Speech therapy screening and reporting to take place that will assist the school to plan appropriate support for students. Whilst attending Miller

Minis the children are also included in major whole school events such as our Easter Hat Parade and Book Week Parade to promote their sense of belonging and inclusion in the life of our school.