

Milperra Public School Annual Report



2017



2560

Introduction

The Annual Report for **2017** is provided to the community of **Milperra Public School** as an account of the school's operations and achievements throughout the year.

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

L Stipanovic

Principal

School contact details

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Message from the Principal

Throughout the year, Milperra Public School has maintained high expectations of our staff and students, all working cooperatively to achieve the best possible educational outcomes for each individual student. Quality teaching and learning programs were implemented across all Key Learning Areas, ensuring development of the whole child.

Milperra Public School prides itself on fostering a positive and caring learning environment where each child is recognised and supported for their individual learning needs. In 2017 our school built further on this strong student–centred foundation by developing effective student welfare plan and a school wide focus on Healthy Heads and Healthy Hearts (adapted from Kids Matters).

As a school community, we continue to promote tolerance and harmony. Our school works in close partnership with our parents and community members through decision–making processes and active involvement in a range of school activities. Thank you to our parents and community for their valuable input, feedback and continuous support.

2017 also proved to be a highly successful year with the successful establishment of a Support Unit for three classes of students with Autism. This has certainly brought rich invigoration to the entire school community.

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

Lisa Stipanovic

Principal

School background

School vision statement

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

School context

Milperra Public School is in South West Sydney with 272 students. The number of students from non-English speaking backgrounds has remained at 21%. Due to its unique history as a soldier settlement school for the children of returned servicemen, Milperra Public School is able to draw on a strong community commitment in both scholastic and sporting ventures. The school aims to provide quality teaching and learning, up to date technology in a stimulating, secure and pleasant environment where children are encouraged to develop to their full potential for learning in the 21st Century.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Throughout 2017, there has been a significant improvement in the elements of Learning Culture, Wellbeing, Collaborative Practice, Learning and Development and School Resources. This has been achieved through intensive whole school systems leadership, whereby all staff contributed as key stakeholders to major reforms in our curriculum design and delivery, as well as the introduction of new processes that streamlined systems for whole school improvement. Consequently, this has had a positive impact on teacher expertise and proficiency, as well as supporting the cognitive, emotional, social and physical wellbeing of our students.

In the domain of **Learning** our school wide focus was on learning how to be a visible learner and on student wellbeing. These encouraged our students to be positive and productive in our learning environment. Our Positive Behaviour for Learning focus, has been evident in the way students are working, relating to each other and to staff by being respectful and being safe. We have offered a wide variety of extra-curricular experiences to engage students and provide new opportunities to expand their horizons. Our future directions include a focus on improving the number of students performing at high levels on external and internal performance measures and staff and students using reflection on assessment processes and feedback to inform learning.

In the domain of **Teaching**, our efforts have primarily focused on teaching and learning in literacy and numeracy. We are continuing to build staff capacity in knowledge and practice, developing pedagogy and assessment. Beginning our Visible Learning journey in a Community of Schools has been a positive platform which integrates all areas of our teaching and student learning. Our future directions include a focus on increasing teachers' capacity to evaluate data to monitor and improve the effectiveness of their own practice and to provide explicit and timely feedback to students on how to improve.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

High expectations of quality student learning.

Purpose

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

Overall summary of progress

Milperra Public School students are inspired and active learners. Their personal learning goals were established, monitored and reviewed. 'Targeting Early Numeracy' program continued to be implemented in the K to 2 classrooms. Students applied number strategies and processes and achieved positive results. The progress was monitored and students moved along the Numeracy Continuum. The TOWN 'Taking Off With Number' program was implemented in Stage 2 Yr3 and Yr4. Students applied strategies and processes and achieved positive results. Embedded formative assessment informed collaborative planning and enquiry learning practices. Collaborative and engaged learning practices have been built into our learning culture. Our new school-wide focus on Healthy Heads Healthy Hearts (HHHH) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture.. HHHH has provided students with the language and skills to identify the Neuroscience behind their behaviours. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased percentage of students achieving proficiency in Literacy and Numeracy.	QTSS Funds \$18 080 Visible Learning \$9000	<ul style="list-style-type: none">Instructional Leader employed one day per week. All classes provided coaching and mentoring in Learning Intentions and Success Criteria.All teachers participated in Visible Learning professional learning.
<ul style="list-style-type: none">Increased percentage of students across the school being acknowledged and rewarded for displaying positive behaviour.	\$3000 Equity funds	<ul style="list-style-type: none">New Welfare and Discipline Policy and Procedures.New whole school Reward System.Healthy Heads Healthy Hearts Program.
<ul style="list-style-type: none">Increased percentage of Aboriginal students, low socio-economic students and English as an Additional Dialect (EALD) students achieving proficiency in Literacy and	\$4000	<ul style="list-style-type: none">100% of Aboriginal students with Personalised Learning Pathways addressing literacy and numeracy outcomes.EAL/D students meeting stage expectations in Speaking and Listening.

Next Steps

- Develop a consistent approach to implementing differentiation practices across the school.
- Spirals of Inquiry to launch in 2018 with all support staff involved in the process, and with common themes across the school (such as reading, writing, numeracy).



Strategic Direction 2

Dynamic teaching and leadership.

Purpose

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

Overall summary of progress

Our progress in Visible Learning was significant this year with all educators being trained extensively in John Hattie's research and implementing medium-high effect-size strategies such as 'teacher clarity' with the introduction of learning intentions and success criteria, and 'instructional feedback.' Our students were provided with a variety of opportunities to develop and demonstrate their leadership skills. The SRC, Positive Peer Culture leaders were an active student voice when discussing topics of student concern and interest. Leadership roles were promoted and supported in classrooms and for senior students across the school. Linked to Personal Development Plans is our commitment to developing formal and informal mentoring opportunities. Staff reported their support for peer observation of teaching practices and subsequent feedback to extend and improve teaching practices and strategies. Leadership opportunities were extended and encouraged as professional growth for succession planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased levels of professional learning, collaboration and dialogue among teachers.	\$10 000 Visible Learning – Professional Learning Funds	<ul style="list-style-type: none">Weekly stage based collaborative planning sessions taking place with a focus on Consistent Teacher Judgement.All educators actively participated in the Visible Learning professional learning to develop knowledge, skills and understandings in evidence based teaching practices.
<ul style="list-style-type: none">All teachers meet the Australian Professional Standards for teachers.	\$1000 Professional Learning Funds	<ul style="list-style-type: none">100% of teaching staff developed 3–5 professional goals within their Performance and Development Plans. Each goal aligned to the Australian Professional Teaching Standards.Accreditation workshops for teachers (proficient and maintenance).
<ul style="list-style-type: none">Increased percentage of staff and students undertaking leadership roles and responsibilities.		<ul style="list-style-type: none">45% of students leading the Positive Peer Culture group.Peer Support operating in Stages 2 and 3.School Prefects attended the 'Leaders of Today and Tomorrow' conference.SRC led a myriad of activities across the school and attended meetings to improve school.

Next Steps

- Engage staff in data collection and tracking systems to enhance focus on impact and to plan for ongoing student growth
- Whole staff undertake Professional Learning in Spirals of Inquiry and Visible Learning Plus.
- On going professional learning to meet identified needs of teachers in line with their Performance and Development Plans.



Strategic Direction 3

Successful partnerships and systems.

Purpose

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

Overall summary of progress

There has been a noted increase in informative communication practices. Our Sentral noticeboard and online E Blasts are promoted and actively used for daily staff and student communication practices. An active parent body and P&C has increased community involvement in events, fundraising and meetings. Involvement in school life has continued to grow. This has included Reading for Life, assemblies, concerts and sport events. Workshops focusing on curriculum and key programs have ensured our community being well informed and engaged.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased percentage of school community participation, consultation and discussion.		<ul style="list-style-type: none">An increase in parents and community members attending Open Days.Increased number of parents volunteering their time to support learning and events.P&C donated Literacy, Sport and resources.P&C donated technology.
<ul style="list-style-type: none">Increased percentage of parents engaging purposefully in supporting their child's education and in the life of the school.		<ul style="list-style-type: none">Parents communicate regularly through homework and communication folders.Introduction of Seesaw to Support Unit classes.93% of parents attending Parent Teacher Interviews.
<ul style="list-style-type: none">Increased percentage of parents of Aboriginal students, low socio-economic students and English as an Additional Dialect (EALD) students engaging purposefully in supporting their child's education and in the life of the school.		<ul style="list-style-type: none">100% of parents and carers attending Personalised Pathway meetings.EAL/D Program: Parents provided comprehensive reports on student progress.

Next Steps

- Professional learning opportunities around Community of Schools with Visible Learning
- Parent learning workshops covering a variety of topics, building parent knowledge of visible learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	All Aboriginal students have personalised learning pathways which have been developed in partnership with families and local organisations. NAIDOC Week celebrated with a specific purpose of supporting school wide understanding and appreciation of Aboriginal culture.	\$12 381
English language proficiency	Identified students received targeted support. Specific resources and professional learning enabled teachers to more effectively support language learning.	\$15 576
Low level adjustment for disability	Two SLSOs were employed to support students who were identified through Learning Support Team meetings as requiring additional support. These students showed improved engagement in their learning and were able to complete modified tasks with the one-to-one assistance.	\$90 223 (\$71 102 Staffing – LAST Teachers) (\$19 121 Staffing – 2 SLSOs)
Quality Teaching, Successful Students (QTSS)	An Assistant Principal undertook the role of instructional leader to work shoulder to shoulder with classroom teachers to incorporate Visible Learning practices in their classrooms.	\$18 080 (Staffing 0.178)
Socio-economic background	Literacy and numeracy resources purchased. Science, history and geography resources purchased to facilitate implementation of new curriculum.	\$26 699

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	121	118	123	147
Girls	125	117	109	116

Our student population grew significantly in 2017, with the establishment of the Support Unit comprising of three classes. Overall, our numbers enhanced from 232 to 263. We anticipate that student numbers at Milperra Public School will increase again in 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	96.6	93.8	95.7
1	94.3	93.5	95.2	96.3
2	94.8	92.8	94.6	95.1
3	95.4	94.5	93.5	95.8
4	94	95.4	95.5	93.8
5	94.6	95.4	95.9	93.6
6	94.3	93.5	95.1	94.3
All Years	94.7	94.5	94.8	95
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Overall attendance at Milperra Public School remains pleasing, falling in line with state averages. A targeted intervention for a small number of students who had high numbers of unexplained absences was carried out by relevant class teachers, with the support of the Principal and the Home School Liaison Officer (HSLO). Attendance and targeted interventions for these students were monitored through ongoing meetings

and this resulted in fewer unexplained absences for most of these students, with attendance improving for some.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	10.29
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.52
Other Positions	0

*Full Time Equivalent

We do not have any staff members who identify as Aboriginal or Torres Strait Islander.

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	0

Professional learning and teacher accreditation

A targeted approach to ongoing professional learning is key to success.

A significant number of afternoon meetings were dedicated to stage teams of teachers working together on stage-specific professional learning around English and mathematics syllabus implementation, moderating work samples, as well as collaborative planning. The entire staff also participated in mandatory professional learning, including the Code of Conduct, Child

Protection, CPR and anaphylaxis. Once again this year, a major investment was made in providing individual teachers with opportunities to attend external professional learning, where the PL was linked to a school plan focus and/or one of their Performance and Development Plan (PDP) goals.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	145,354
Revenue	2,776,860
Appropriation	2,658,604
Sale of Goods and Services	1,537
Grants and Contributions	114,531
Gain and Loss	0
Other Revenue	0
Investment Income	2,188
Expenses	-2,714,804
Recurrent Expenses	-2,714,804
Employee Related	-2,447,472
Operating Expenses	-267,333
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	62,056
Balance Carried Forward	207,410

Milperra Public School received funding from the NSW government, allocated by the NSW Department of Education. The school also received significant funding from community sources, including school fundraising and the Parents & Citizens Association (P&C). The school managed its finances and budget with due diligence and appropriate financial responsibility. The finance committee continued to ensure that budget accrual and spending was managed in line with NSW Department of Education policies and procedures, and supported the implementation of our School Plan. Budgets were formulated by the school leadership team and acquitted by the SAM and the Principal.

Annual funding was committed against RAM loadings as determined for our school by the NSW government

and always spent in keeping with these priorities.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,809,251
Base Per Capita	35,456
Base Location	0
Other Base	1,773,795
Equity Total	144,879
Equity Aboriginal	12,381
Equity Socio economic	26,699
Equity Language	15,576
Equity Disability	90,223
Targeted Total	588,278
Other Total	66,624
Grand Total	2,609,031

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

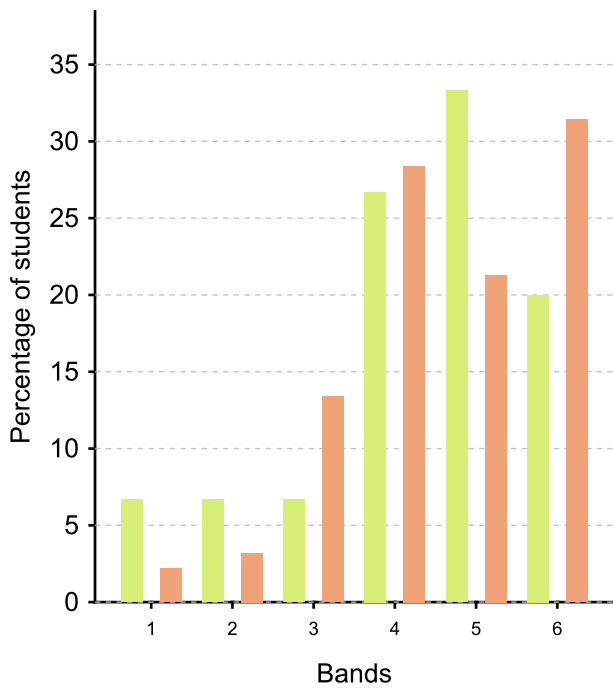
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 reading results indicate the 37% of students are in the top two bands. Writing results indicate 57% of students are performing in the top two bands. In Spelling, 27% of Year 3 students are performing in the top two bands. Grammar and punctuation results indicate that 53% of Year 3 students are in the top two bands.

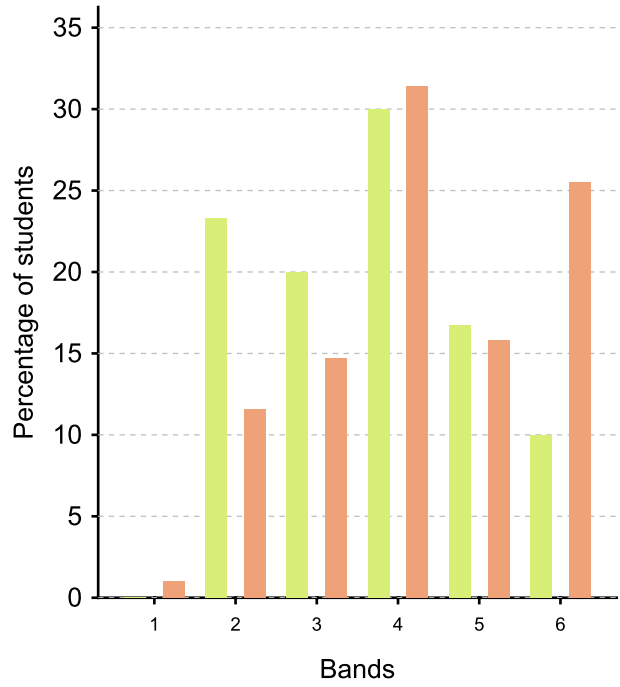
Year 5 reading results indicate that 35% of students are performing in the top two bands. In writing, 15% of Year 5 students are achieving in the top two bands. Year 5 spelling results indicate that 38% of students are performing in the top two bands. In grammar and

punctuation, 23% of students are performing in the top two bands.

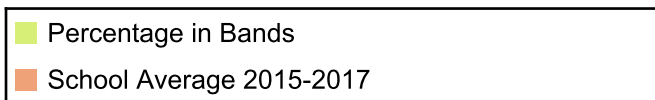
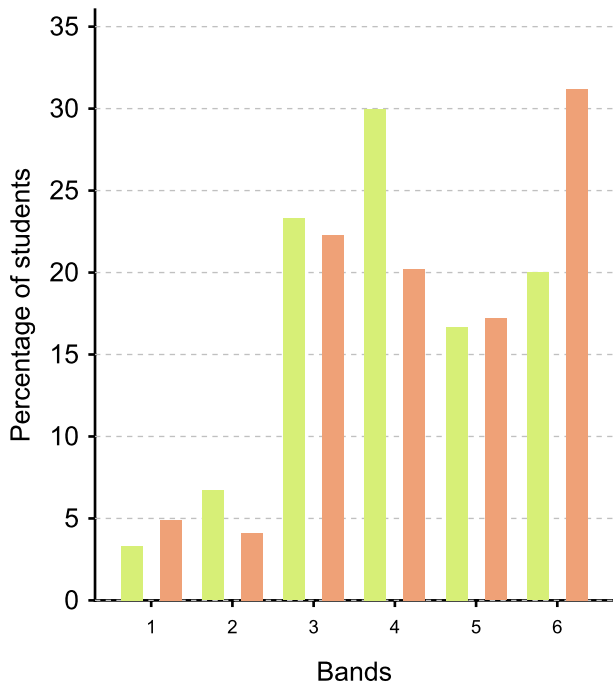
Percentage in bands:
Year 3 Grammar & Punctuation



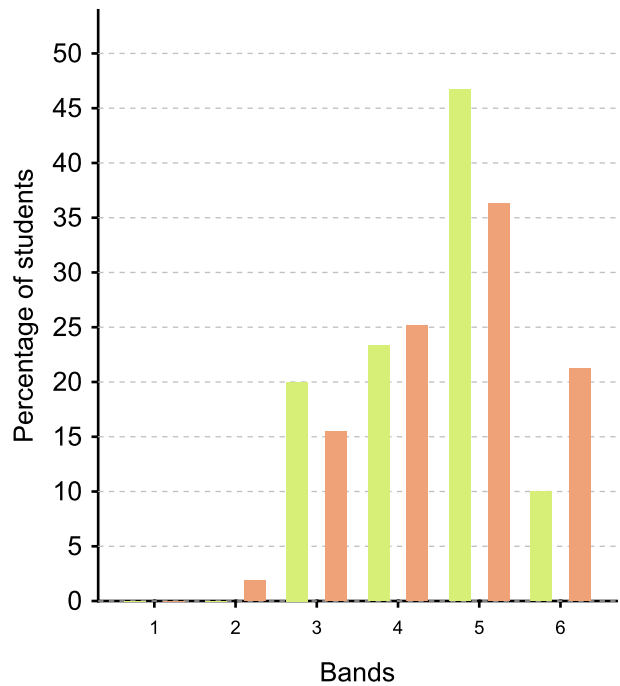
Percentage in bands:
Year 3 Spelling



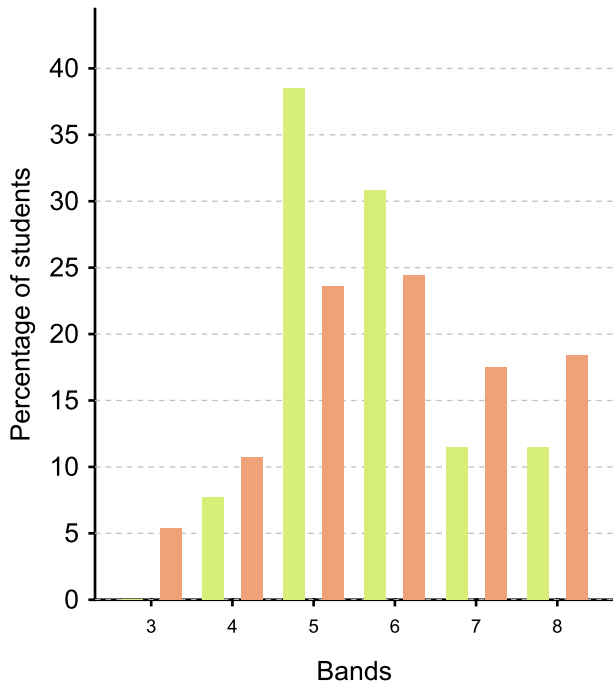
Percentage in bands:
Year 3 Reading



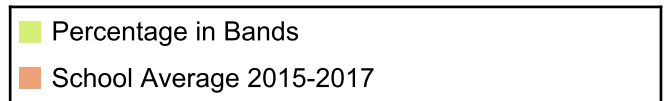
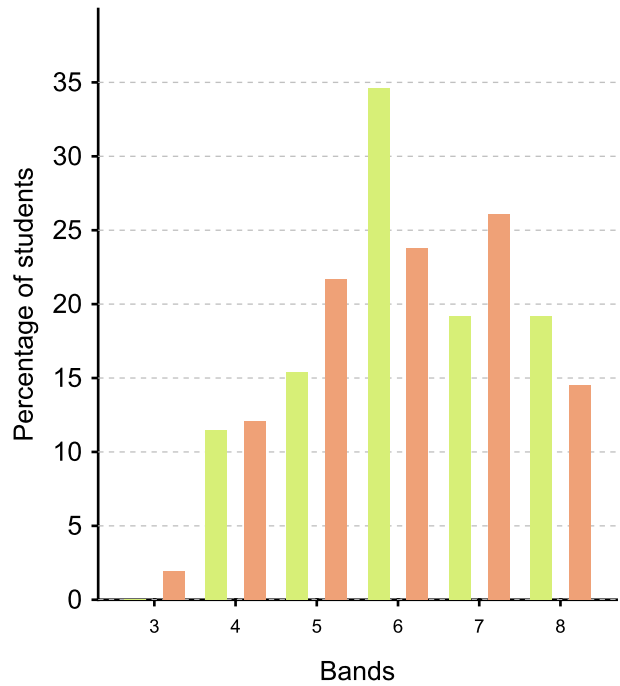
Percentage in bands:
Year 3 Writing



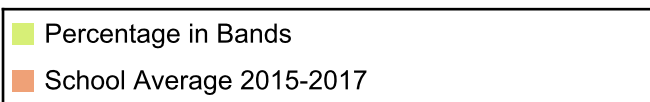
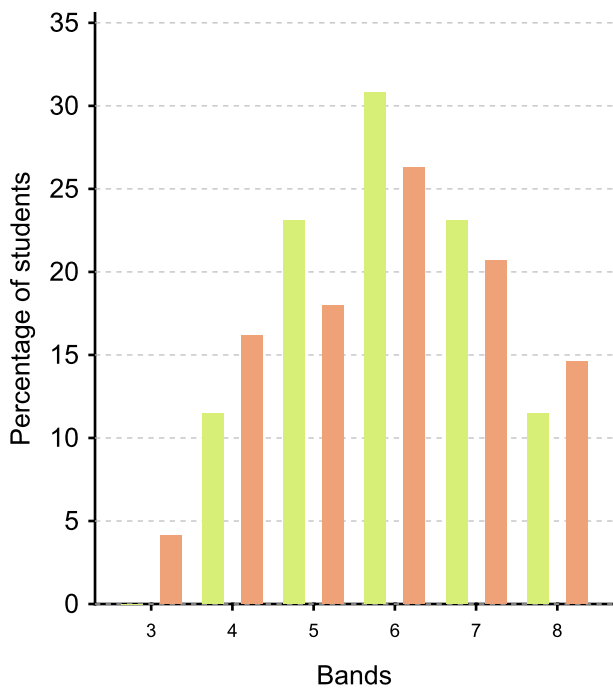
Percentage in bands:
Year 5 Grammar & Punctuation



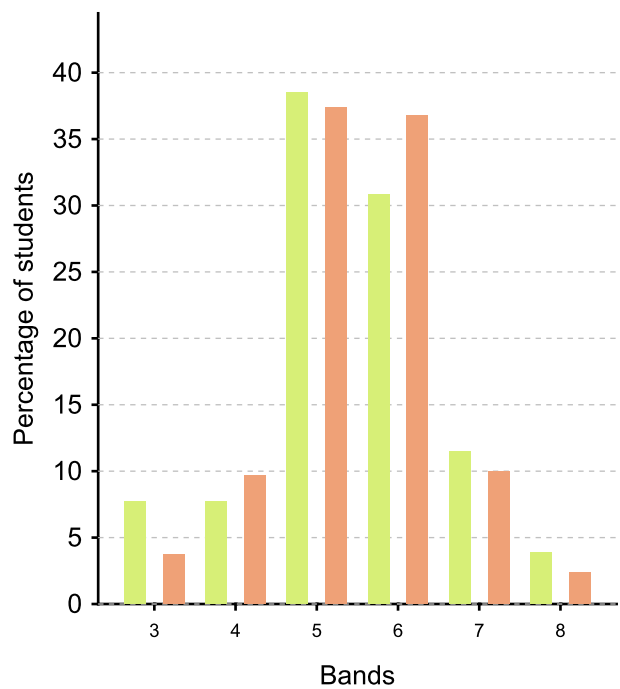
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Year 3 results show 40% of students are in the top two bands for numeracy and Year 5 students are at 23% in the top two bands.

The My School website provides detailed information and data for national literacy and numeracy testing. Go

to <http://www.myschool.edu.au> to access the school data.

Policy requirements

Aboriginal education

Through strategic planning, our students have developed a deeper understanding and awareness of Aboriginal Education during 2017. Our Aboriginal students participated in the Belonging program ran through a community of schools in the East Hills area. The program, aimed at celebrating Aboriginal culture through art and storytelling, provided a wonderful opportunity to meet students from other schools and participate in team building activities. Through the collaborative process, our Aboriginal students, their teacher and caregiver discussed, planned and set goals when creating an Individualised Learning Pathway plan to guide on-going learning and strategies to achieve identified educational and emotional goals. Throughout the year, the students at Milperra Public School were involved in diverse programs and enriching learning experiences, all aimed at respecting and promoting this commitment to our Indigenous Communities. The students participated in activities commemorating and celebrating significant events. Milperra Public School is committed to increasing the knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people, amongst our staff, students and community.

Multicultural and anti-racism education

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

Other school programs

Autism Awareness Day

For the first time this year and to coincide with the establishment of our Support Unit, we held an Autism Awareness Day at our school to show our school community's support for children and adults with autism spectrum disorder (ASD), as well as to raise awareness of what ASD is and how the symptoms vary from person to person. For a small school, we have a significant number of students with ASD and this helped to empower them to be themselves within a supportive community of students, staff and parents/carers. Students and staff were encouraged to

wear mufti and donate a gold coin to Aspect (Autism Spectrum Australia). Students completed activities with their class teachers about autism spectrum disorder and what it means for a person to have ASD. Our wonderful school community embraced Autism Awareness Day, an event where inclusiveness was truly at its best. Parents/carers commented that they valued that the sharing of knowledge led to a better understanding of ASD.

Milperra Innovation Creation Experience (MiCX)

The MiCX program for 2017 had a primary focus on coding and strategy. The students were given weekly opportunities to engage in design thinking and 'think outside the box.' The Sphero robots complemented the coding program this year. Students engaged in activities that required both strategy and mathematical computation to code robots and follow directions.

Positive Peer Culture

Positive Peer Culture (PPC) is a programme fostered and developed at Westfields Sports High School. It harnesses and refines student's problem solving abilities, natural leadership and empathy in order to offer support and mediation to fellow students. Twenty students ranging from year 4 to 6 underwent training that equipped them with peer mediation skills. Students are now actively initiating and engaging in playground dispute resolution and support

Dance

This year Milperra Public School had a dance group consisting of 35 students from Years 3–6. The dance group performed at our school Production 'Music Through the Ages' and also at the Bankstown/East Hills District Dance Festival. The students did a fantastic job on both occasions. The students in this group showed commitment and dedication and the results spoke for themselves. The choreography was quite difficult and the song was very fast which led to a complex, high energy dance to Katy Perry's 'Swish Swish' workout version.

Healthy Heads Healthy Hearts

2017 has seen the implementation of a positive new initiative at the school. The Healthy Heads Healthy Hearts program utilises the latest information about the brain to improve behaviour and learning for all students. This program extends from our already successful Live Life Well @School, and Fundamental Movement Skills programs. We have a strong passion for overall student health, and there is "no health without mental health." We believe joyful engagement in learning and life is essential! Yet, we also recognise that from an early age students can experience stress from a range of sources. It became our mission to embark on a journey to help our students all achieve optimal mental and physical wellbeing.

Grandparent's Day

Our annual Grandparent's Day was a phenomenal success, with classrooms filled to capacity with

enthusiastic and engaged Grandparents. It never fails to impress us about the generosity and willingness of Grandparents to participate in school activities. Throughout the school students and their Grandparents were mutually involved in problem solving tasks, that required cooperation, lateral thinking and some practical know how.