

Milton Public School

Annual Report



Milton Public School
School Captains & Prefects - 2017
Principal: Mr Mark Thomson



Left to Right: Cooper Treweeke, Holly Forbes, Nazar El Tobgy, Ruby Taffs, Kyan Salter, Phoebe Potter

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2017



'Enjoy The Present Day'

2565

Introduction

The Annual Report for **2017** 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.

Mark Thomson

Principal

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Message from the Principal

It has been a privilege and honour to lead Milton Public School in 2017. I do this with the support and hard work of a great team. I would like to sincerely thank the school executive: Deputy Principal Mr Greg Bass (Terms 1–2), relieving Deputy Mrs Lynn Chittick (Term 3) and our newly appointed Deputy Mr Jason Barby (Term 4), together with Assistant Principals Mrs Chittick, Ms Blondinau, Ms Coleman, Mrs Dale, Ms Cooney and Ms Lamont. As a team this group of innovative leaders do an incredible job in the smooth running and growth of the school and its programs.

2017 has been an exciting year for Milton Public School that has seen much change and innovation as we continue to move forward in the development of our school. We are incredibly fortunate in that we have a crew of extraordinarily talented, dedicated and hardworking staff who are focussed on delivering a modern, relevant and broad educational experience for all students. Within this report you will read about the many programs offered to our students including academic, welfare, leadership, extra-curricula and extension opportunities that extend learning well beyond the classroom.

Our enrolment is growing steadily and we will be at 700+ students in 2018. The ongoing success of our school depends on the hard work of every part of our school community. Thank you to all our parents, staff and students for your contributions this year. Thank you to our P&C and the many volunteers who all work together to ensure that we can provide every opportunity to every child every day.

Mark Thomson

Principal

Message from the school community

2017 Annual Report –Milton Public School

President's Report

Thanks to all of the parents, carers and volunteers who have supported Milton Public School P&C this year. We have had another fantastic year, we have held our annual Mother's and Father's Day Stalls, a huge Easter raffle, Art Fest, our wonderful holiday raffle to Hamilton Island and we hosted yet another very successful annual school fete.

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 those members. Thank you to great people who offer a helping hand at peak times, such as the Mother's Day Stall, Father's Day Stall and on Fete Day – it is fantastic to have so many school families, from mums, dads, carers, aunts, uncles, grandparents and even neighbours lending a helping hand. 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 2018 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 \$59,000. It is with great pleasure to announce that with these funds, we have been able to contribute to air conditioning in the Library, the fruit program, Year Six T-Shirts, Lego for classrooms, Pencil Sharpeners, Library bag for each child entering Kindy 2017, guided readers, sports equipment, representative sports uniforms, Morning Tea and the Year 6 farewell.

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 experiences, 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. 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.

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. 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 early years; 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.

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.

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.

In assessment, 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 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

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 L3 (Language, Learning and Literacy) program establishes a practical model for differentiation of the learning and teaching of literacy tasks.
- Integrated English/History/Geography units of work developed.
- Primary Connections K–6 Science Units taught each semester.
- Professional Learning in Focus on Reading, Numeracy, Science (Primary Connections) and Technology.
- School readiness for NAPLAN online completed.
- Maths Enrichment Program for Stage 2 and 3 students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$39882.77 Professional Learning for Teachers \$1859.00 Teaching Resources	Stage Units reviewed and units being developed.
NAPLAN analysis/suggested teaching strategies inform planning, teaching and assessing of improvements in learning outcomes in Literacy and Numeracy skills.	\$39882.77 Professional Learning for Teachers \$1859.00 Teaching Resources	Staff professional learning aligned to NAPLAN data. Targeted programs created within stages focusing 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;	\$39882.77 Professional Learning for Teachers \$1859.00 Teaching Resources	Early Stage One staff committed to L3 program.
Science units created K–6 embedding literacy and numeracy across all units.	\$39882.77 Professional Learning for Teachers \$1859.00 Teaching Resources	Science units developed, resourced and implemented.

Next Steps

In 2018 all teaching and learning programs will reflect evidence-based teaching methods to optimise learning progress for all students. Consistent assessment practices will be improved through planning in stages to develop a clearer understanding and use of formative assessment to differentiate learning. Integrated programs will embed Aboriginal perspectives, histories, traditions and cultures. A strategic approach to be developed regarding the well-being of all staff and 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

- 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 intervention 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 lesson observation with peers.
- In 2017 the school has invested significantly in developing innovative, technologically advanced learning spaces. All students have access to iPads, laptops and interactive whiteboards to enhance learning. Professional learning was delivered to staff in using technology to engage students in learning.
- 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.
- The Aboriginal Education Program 'Mirida' supports Aboriginal students to achieve literacy, numeracy, social, emotional and cultural goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implement Kidsmatter at Milton PS. Team introduce personal learning plans to staff using SENTRAL. Sharing of Resources across our Learning Community.	\$15249.25 Professional Learning for Teachers \$2590.00 Teaching Resources	Executive staff used coaching techniques to improve supervision, teaching and learning.
Improve year 6 to 7 transition program. Continue upskilling staff to use SENTRAL modules. Improved communication of school plan milestones to community.	\$15249.25 Professional Learning for Teachers \$2590.00 Teaching Resources	Year 6 staff completed training in Textual Concepts and participated in the Year 6/7 English Transition Program with UHS and UPS.
Kidsmatter team complete module one and lead staff K–6.	\$15249.25 Professional Learning for Teachers \$2590.00 Teaching Resources	Kidsmatter Modules 1–3 completed and Kidsmatter Day Leadership Day.
Analysis of NAPLAN data. Programs reflect areas of need.	\$15249.25 Professional Learning for Teachers \$2590.00 Teaching Resources	NAPLAN Data reflected in Stage focus in Numeracy and Literacy.
New Reporting reflect syllabus.	\$15249.25 Professional Learning for Teachers \$2590.00 Teaching Resources	Report reflects new syllabus outcomes.

Next Steps

In 2018 Milton Public School Teacher Professional Learning, through the MELLT Program, will target explicit teaching practices identified by staff. Teachers will continue to develop, implement and evaluate Performance and Development Plans (PDP's) that are linked to the strategic directions of the School Plan and The Australian Professional Standards for Teachers. A whole-school approach is established that provides mentoring and coaching support to professionally develop all staff. We will foster and identify the leadership capabilities of all staff and provide opportunities to become leaders within the school community.

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

- In 2017, the Kidsmatter program was delivered with all staff completing three learning modules. Staff and students participated in the whole-school Kidsmatter Day to foster positive relationships and personal mental well-being.
- Milton PS has made strong links and connections to a variety of community stakeholders throughout 2017. 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.
- Milton PS teachers and student undertook the Year 6 to 7 English transition program with Ulladulla Public School and Ulladulla High School. Year 6 students participated in High School Taster Days.
- The Kindergarten Transition program involved parents being guided through information sessions, teachers working with Preschool staff to cater for all pre-school students and students attending afternoon classes for transitioning purposes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Kidsmatter team launch in term one. Team introduce personal learning plans using SENTRAL. Sharing of resources across Community of Schools.	\$19382.52 Professional Learning for Teachers \$5651.00 Teaching Resources	The Kidsmatter welfare program 'Resilience' trialled K–6. PLP's, IEP's, Risk Management and MGoals completed on SENTAL and reviewed each semester.
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.	\$19382.52 Professional Learning for Teachers \$5651.00 Teaching Resources	Kidsmatter Day and modules completed. Year 6/7 English Transition Program with Ulladulla Primary and Ulladulla High School.
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.	\$19382.52 Professional Learning for Teachers \$5651.00 Teaching Resources	Additional orientation program offered to students to support the needs of a range of students. 100 parents attended three workshops.

Next Steps

In 2018, staff will be encouraged to pursue leadership roles within the school and at higher levels such as highly accomplished and promotion. This will be achieved through the MELLT Professional Learning Program and accreditation process. Teachers will participate in Professional Learning that builds a culture of distributive instructional leadership

across the school. Milton Public School will implement the School Plan and monitor data to ensure continuous school improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$28347.00 Staffing	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.
English language proficiency		Analysis of individual student program. Review of student growth, based on literacy continuum.
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.
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. 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.
Socio–economic background	\$266694.00	Improve learning outcomes by supporting learning through improved quality of teaching and learning and increase student’s level of participation and engagement in ; excursions, student support, course fees, resources and staff salaries.
Support for beginning teachers	\$28133.00	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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	338	354	349	343
Girls	313	325	312	338

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	94.5	93.2	94
1	94.4	94.6	92.3	91.7
2	94	94.3	93.1	94
3	94.9	95.5	91.9	94
4	94.2	94.8	92.5	93.8
5	93.6	94	93.7	94.9
6	94.5	94.3	90.5	95.3
All Years	94.4	94.6	92.4	94
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

Class sizes

Class	Total
KB	21
KK	20
KH	20
KC	21
1/2S	20
1T	21
1R	22
1H	21
2E	23
2R	23
2O	22
2M	22
3C	29
3/4J	30
3H	30
3D	30
4C	30
4A	28
4W	30
5T	27
5S	29
5R	27
5M	29
6T	28
6R	28
6D	27

Management of non-attendance

Class rolls and student attendance is monitored closely by class teachers and reviewed regularly by school executive and administrators. Attendance patterns that are causing concern are addressed initially with parents. On the rare occasions that an attendance pattern remains a concern, the school will refer the matter to the Home School Liaison Officer who will support the school and parent/carer towards improving attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	29.69
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.3
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	0.8
School Administration & Support Staff	8.26
Other Positions	0

*Full Time Equivalent

At Milton Public School there are three staff members that identify 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	0

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	212,182
Revenue	6,236,558
Appropriation	5,980,829
Sale of Goods and Services	86,748
Grants and Contributions	166,000
Gain and Loss	0
Other Revenue	0
Investment Income	2,981
Expenses	-6,183,429
Recurrent Expenses	-6,166,854
Employee Related	-5,679,287
Operating Expenses	-487,567
Capital Expenses	-16,575
Employee Related	0
Operating Expenses	-16,575
SURPLUS / DEFICIT FOR THE YEAR	53,129
Balance Carried Forward	265,312

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	4,305,022
Base Per Capita	103,778
Base Location	14,330
Other Base	4,186,913
Equity Total	319,482
Equity Aboriginal	33,505
Equity Socio economic	81,745
Equity Language	5,712
Equity Disability	198,519
Targeted Total	817,220
Other Total	451,829
Grand Total	5,893,553

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.

Our school's Year 3 NAPLAN data showed 70% of students were in the top three bands in reading and 72% were in the top three bands in writing. In spelling, grammar and punctuation our Year 3 students achieved above state average in bands 4 and 5.

The Year 5 NAPLAN data for our school was also very pleasing. We had a 10% decrease in students who were in the lowest two bands in reading and the students in bands 6 and 7 achieved above the state average. In grammar and punctuation, our Year 5 students achieved above state average in bands 6 and 7.

In Year 3 numeracy, 75% of students achieved in the top three bands.

In Year 5 numeracy, 63% of year 5 students achieved in the top three 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.

The NAPLAN data for our Aboriginal students in Year 3 showed a 15% increase in the percentage of students in band 6 for reading and a 20% increase in band 6 for numeracy. They performed 33% better than the state average for Aboriginal students in reading and spelling.

Policy requirements

Aboriginal education

ISE Aboriginal Excellence Awards

Congratulations to Emma, Jack and Chloe who were all nominated for Excellence Awards in Aboriginal Education. Milton Public School is very proud of you.

ISE Aboriginal Award

Congratulations to Chloe who was successful in receiving a major award at the ISE *Inspire, Succeed and Excel* Excellence in Aboriginal Education awards. Chloe is an outstanding student and a thoroughly deserving winner of the Leadership category.

Cultural Program

Jodie McGuire, Aboriginal Education Worker (AEW) is employed 6 hours per week from 12:25 to 3:25pm every Tuesday and Wednesday to support our Cultural Program.

Academic Program

Leanne McIntyre–Burnes, teacher, is employed 3 days per week to offer Literacy and Numeracy Support to Aboriginal students.

Achievements for 2017 in Aboriginal Education

- Milton Public School increased student awareness that the local people are the Murramarang People who speak Dhurga, including greetings with Walawaani Njindiwan.
- Uncle Vic extended cultural knowledge from a male perspective, which included painting wooden stencilled animals with students and brought his sons in to demonstrate and introduce the digeridoo. Boys had the opportunity to play the digeridoo.
- 22 Aboriginal students successfully had their hearing tested.
- Year 5/6 students attended the Debating Workshop at Ulladulla Primary School then presented the speeches at Dapto.
- Students led the NAIDOC Week Assembly and decorated the hall with flags, artwork and wooden animals.
- Students sang and performed 'Heads, Shoulders, Knees and Toes' in Dhurga – led by Miss McCann.
- Posters were sent to every room outlining language areas and mobs so the children could better explore their ancestor connections. A power point was created by Ms Blondinau.
- Students choreographed and performed a dance to Christine Anu's song, 'My Island Home.'

- Milton Public School has created a relaxed environment where students can get to know each other from K–6 and attend “Mirida”. Jodie, Leanne and Uncle Vic attend the “Mirida” sessions. . Also at lunch the AEW has been available for discussions and problem solving with the students.

- Healthy eating promoted through school programs.

- Students made a huge variety of art pieces. Flags, Kites and Artwork for the "Mirida" Kids.

- Students' offered health checks.

Academic Program

- Data was collected at the beginning of the year and has been continually analysed. Students have been looking at the language maps to discover their connections to different mobs in the areas of their ancestors.

- Interest and goal setting in class, through MGoals and the setting of Personalised Learning Plans.

- Aboriginal students in Stage 1 received reading support from Mrs Leanne McIntyre–Burnes, Mrs Lindy Weekes and/or Mrs Suzi Goodchild, depending on their needs.

- Year 5/ 6 students received literacy support to write, edit, present and practise speeches for HISE giving the Aboriginal perspective on the class topics. This was using a project based learning model outlined by Mrs Marks (Year 5) and or Mrs Rafidi (Year 6).

- Students in Year 4 received support in writing and behaviour/social skills, using an in class team teaching model with Miss Allen.

- Year 4 during their time created short skits using Aboriginal stories eg The Mimis. This was a fun way to encourage writing and reading. Home reading programs for students were organised.

- Year 3 children had a focus on comprehension and preparation for NAPLAN. The overall results were high – well above state average. The children that performed below expectation had individualised programs developed that addressed their individual need.

- Year 2 students were withdrawn in small groups. They worked with readers, sight words and phonics at point of need.

- Jodie worked with Kindergarten social groups and helped them identify their Aboriginality and each other.

- Year 6 students in Mathematics worked with Mrs Burnes three days a week from recess to lunch. Students worked on individualised programs that have been differentiated, supported by their normal classroom routines and teachers.

- Clarify the role of the SLSO/AEW.

Multicultural and anti-racism education

In 2017 Milton Public School 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.

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

Multicultural Public Speaking

The Milton PS Multicultural Public Speaking competitions were held in the school hall in Term 2. Nazar, Emily, Eva and Lilly contested the Stage 3 section with very impressive prepared speeches. Maggie and Rebecca were very entertaining with their speeches in the Stage 2 section. All 6 students then had 5 minutes to prepare for the impromptu topic 'I love my town' and they all spoke very well. The two students from each stage chosen to represent the school at the Local Final at Milton Public School were Nazar and Lilly – Stage 3, Maggie and Rebecca – Stage 2.

The Local Final for the Multicultural Public Speaking Competition was held in the Milton Public School hall in Term 3. Students came from Ulladulla, Broulee, Sussex Inlet, Batemans Bay, Callala Bay and Milton. The Stage 2 competition was held first with Milton represented by Maggie and Rebecca. Maggie's speech topic was 'What makes a community' and Rebecca's was 'The same but different'. After the prepared speeches the students had 5 minutes to prepare a speech on the topic 'holidays'. Congratulations to Maggie who won the Local Final and then competed at the Regional Final. Maggie represented the school admirably at this final but unfortunately didn't progress to the South Coast Final. Representing Milton in the Stage 3 competition was Nazar and Lilly. Nazar's prepared speech topic was 'Multiculturalism at school' and Lilly's was 'Racism on-line'. The impromptu topic was 'dreams'. This was an extremely confident group of 12 and a girl from Callala Bay won to move on to the Regional Final. Well done to all 4 Milton students for their fantastic efforts in this important speaking competition.

ISER Performing Ensemble

The Illawarra and South-East Regional touring ensemble performed a wonderful show in the COLA at Milton Public School in Term 4. The 45 strong Public High School students consisted of a stage band, dancers and vocalists. They performed well-known songs including Sax, Footloose, Michael Jackson Medley, I Wanna Be Like You, Can't Stop The Feeling, Mercy, Shake Your Tail Feather and Celebration. Some of the students were chosen to dance with the performers and the audience also had demonstrations on how some of the musical instruments worked. Former Milton Public School students, Maya (vocalist) and Leon (band), were performers in the ensemble. All performers were extremely professional from the song choices to the choreography, band music and colourful costumes. We hope the Ensemble can return next year.

Debating

Milton Public School entered two teams in The Premier's Debating Challenge. The Year 6 team consisted of Jaslyn, Holly, Nazar and Zach. The Year 5 team included Lucas, Taj, Emily, Amarli, Lilly and Adrian. All these students were involved in a Debating workshop, run by Tony Davey from the NSW

Education Arts Department, where they gained valuable instruction in all aspects of debating. In The Premier's Debating Challenge the first debate was at school against each other and the Year 6 team came out winners. After this debate both teams had another 3 debates each against various schools in the local zone area. Unfortunately both teams didn't make it to the Regional finals but they gained valuable experience.

Milton Public School were also involved in the Milton Ulladulla District Speaking competition (M.U.D.S) for the fourth year. The competition took place in Term 4 at Ulladulla Public School. In the Junior section of Years 3 & 4 prepared speeches, Milton was represented by Jaime and Matthew. In the Senior section of Year 5 & 6 we had Sienna and Lucas delivering speeches. Jaime won the Junior Section and Lucas came second in the Senior section. Milton's Year 6 Debating team won their debate against Ulladulla, resulting in Milton having enough points to win overall for the second year running.

NAIDOC Public Speaking

In 2017 Chloe, Tarlia, Paige and Reece participated in this competition. They first went to a workshop at Ulladulla Public School which helped them to prepare a speech, learning more about their culture and heritage in the process. They then presented their speeches at Dapto Public School as teams of 2 with a limit of 4 minutes on the theme 'Our Language Matters'. All of these students spoke clearly and confidently, delivering well prepared speeches about the history of their Aboriginal heritage through the Aboriginal language. These 4 students are to be commended for going out of their comfort zone to participate in such an important event.

Student Representative Council (S.R.C)

The S.R.C. comprised of the school leadership group of captains and prefects as well as Semester 1 and Semester 2 class councillors and vice-class councillors from Years 3–6. The group met regularly to discuss fundraising events and ideas on how to improve the school. The class councillors played an important role by choosing a student from their own class to receive a school merit award at the Stage assemblies on Fridays. On the 4th May Milton Public School celebrated Star Wars Day. This event was organised by the S.R.C. to raise money for new headphones. Students and teachers brought in cupcakes for this occasion and as a result \$705 was raised on the day. Some of the costumes students wore included Darth Vaders, Princess Leias, Reys, Luke Sky Walkers, Droids, Storm Troopers and even a few Yodas. Members of the S.R.C. encouraged National Walk Safely to school Day on Friday 19th May. They promoted this event at assemblies and handed out stickers to students who walked to school on the day. Another important fundraising event the S.R.C. promoted was Stewart House Day and in 2017 Milton Public School was awarded a Bronze Certificate of Appreciation for our fundraising contribution.

Milton Public School Robotics – FLL Australian National Robotics Championship

Over the weekend the FLL Australian National Robotics Championship was held at Macquarie University. Milton Public School was represented by our own robotics club after a successful regional campaign. Milton Public School continued with their successes receiving third place in Presentation for Research Project, as well as fifth place in Robot Performance. With over sixty teams from around the country competing, this was a fantastic effort. Thank you to Aaron, Adrian, Alex, Harrington, Sarang, Taj and Zach for proudly representing their school at the national level. Thank you to Jason, Kevin and Sarah for their coaching support and to the parents for assisting the students to attend the two day event in Sydney.