

Milperra Public School Annual Report



2018



2560

Introduction

The Annual Report for 2018 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

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School background

School vision statement

At Milperra Public School we enable all students to become successful and resilient learners. Our inclusive and dynamic environment empowers our students to think ethically, creatively and empathically in order to make critical and informed decisions, for themselves, about others and as citizens of our rapidly evolving world.

School context

Milperra Public School is in South West Sydney with approximately 273 students enrolled in 2018. The area is very established and enrolments have been in steady increase. The school has ten mainstream classes in 2018 and proudly established a Support Unit comprising of three classes for students with Autism in 2017. The number of students from non-English speaking backgrounds has increased to 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 a future focused world.

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.

At the commencement of the year it was agreed that Milperra Public School was 'Delivering' or 'Sustaining and Growing' in most areas of the **Learning** Domain. As part of the evaluation process, staff collaboratively discussed ways we could improve in particular areas. To improve in the area of 'Wellbeing' we worked on a planned approach to wellbeing by introducing a whole school PBL framework through the development of a levelled behaviour system. To improve with 'Curriculum' we implemented the use of the progressions in an area in Literacy. This supported teaching staff to understand the expected student progressions and where to next.

In the **Teaching** Domain it was determined that Milperra Public School was 'Sustaining and Growing' in most areas. We implemented the Spiral of Inquiry in Term 2 to support staff with data skills and collaboratively using this to inform planning, identifying interventions and modifying teaching practice. This has seen Milperra Public School move from Sustaining and Growing to Excelling in data literacy and analysis.

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>

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Strategic Direction 1

Quality Learning

Purpose

To guarantee learning is informed by sound holistic information about student wellbeing and learning needs in consultation with parents and carers.

To ensure students are committed to the pursuit of excellence through critical and creative thinking, in order to become skilled, active learners. A rigorous curriculum is central to this process.

To sustain an environment that is inclusive of our thriving collective efficacy.

Overall summary of progress

The staff of Milperra Public School are on track for each milestone for Strategic Direction 1. The activities planned in the areas of personalised learning, visible learning and wellbeing have been beneficial in sustaining an environment that is inclusive of our thriving collective efficacy. The learning environments have become more student-centred with meaningful feedback being provided to our students. Respectful relationships are continuing to develop.

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 proportion of students achieving expected growth in literacy.	\$7000	<ul style="list-style-type: none">Analysis of SMART Data to inform assessment, reporting and programming in literacy.Spirals of Inquiry and planning sessions were held with supervisors for all K-6 staff. The focus of these days was to analyse work and programming samples and implement interventions to focus both classroom support and collegial discussions. Evidence has been used to move students along the literacy progression.
<ul style="list-style-type: none">Increased proportion of students achieving expected growth in numeracy.	\$7000	<ul style="list-style-type: none">Analysis of SMART Data to inform assessment, reporting and programming in numeracy.Spirals of Inquiry and planning sessions were held with supervisors for all K-6 staff. The focus of these days was to analyse work and programming samples and implement interventions to focus both classroom support and collegial discussions. Evidence has been used to move students along the numeracy progression.
<ul style="list-style-type: none">Increased levels of student wellbeing and engagement.	\$2000	<ul style="list-style-type: none">Implementation of new Welfare and Discipline Policy and Procedures.Implementation of whole school Reward SystemHealthy Heads Healthy Hearts program.Stop, think, do program implemented with specific students.

Next Steps

- Targeted program to meet the needs of Gifted and Talented students to further support and extend student learning outcomes.
- Focus on the 'Every Student is Known, Valued and Cared for in our schools' project to increase student wellbeing and engagement.
- Future Focused learning will continue to be a priority next year with the implementation of STEM share packs within the school.

Strategic Direction 2

Quality Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

Milperra Public School is currently on track with Strategic Direction 2. There has been a strong focus on reflective and collaborative practices have involved teachers reflecting on their teaching pedagogy and undertaking professional learning based on improving student outcomes. This has involved teachers engaging in the Spirals of Inquiry model, as stage teams and support groups, looking at professional learning in phonemic awareness, writing, reading, comprehension and differentiated teaching strategies. We have also completed professional learning around the new Literacy and Numeracy Learning Progressions. The learning progressions have enabled teachers to more accurately locate a student's current literacy and numeracy knowledge, understanding and skills, to support planning for learning and teaching from the syllabus.

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">Increase in staff using achievement data to develop and implement plans for continuous improvement.	\$10 000 QTSS Funds	<ul style="list-style-type: none">Spirals of Inquiry and planning sessions provided an opportunity for teachers to develop action plans based on student work samples and data, particularly in reading.3 early career teachers were successful in gaining accreditation at proficient level against the NSW teaching standards framework.
<ul style="list-style-type: none">Increase in staff differentiating the curriculum to meet the learning needs of all students.	\$3000	<ul style="list-style-type: none">Tailored Curriculum Support Advisor provided explicit professional learning on embedding Learning Intentions and Success Criteria (LISC).Staff trialled the formative assessment strategies in their classrooms and fed this back to their respective teams.Focus Areas: Reading – Instruction in Reading Vocabulary (Reading and Writing)Introduction to the Learning Progressions and how they support LISC.Data – NAPLAN analysis and discussion. Identified areas of growth and areas to focus on in 2019. Executive team analysed this further to question level.Triangulated school based data sources with standardised testing (including NAPLAN, Literacy Pro results).

Next Steps

- Continuation of Spirals of Inquiry professional learning model and planning sessions for teachers to be able to reflect on their own and best practice in order to improve student outcomes across the school. Continue to work with Tailored Curriculum Support Advisor.
- On going professional learning to meet identified needs of teachers in line with their Performance and Development Plans.

Strategic Direction 3

Quality Leading

Purpose

To build leadership capacity through providing opportunities by fostering a school wide culture of high expectations and a shared sense of responsibility for learning, development and success.

Overall summary of progress

The school leadership team gained vital knowledge and experience in constructing a new school plan with long term strategic directions and short term processes and improvement measures. The team worked collaboratively in collating, analysing data and articulating the direction of the school for the next 3 years. The plan was negotiated with the staff and community in a lengthy process throughout Term One. Assistant principals (AP) were trained in accessing and using new school based data and reporting platforms such as School Planning and Reporting Online (SPaRO) and 'SCOUT'. In building leadership capacity, staff undertook a school responsibility through a negotiated process to establish an equitable distribution of roles. Teachers outlined their individual strengths in terms of knowledge and skills that were utilised to mentor others in fulfilling school related roles or to improve teaching practice. Some teachers led whole school professional development exercises during staff meetings and school development day sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of staff undertaking leadership roles and responsibilities.	\$2000	<ul style="list-style-type: none">• Increase in staff leading programs and extra curricular activities.• All staff involved in Centenary planning and events.
Increased percentage of students undertaking leadership roles and responsibilities.	\$1000	<ul style="list-style-type: none">• The role of the SRC was expanded this year to include a greater focus on building leadership skills and values of responsibility. This was in the context of fortnightly meetings.• 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.

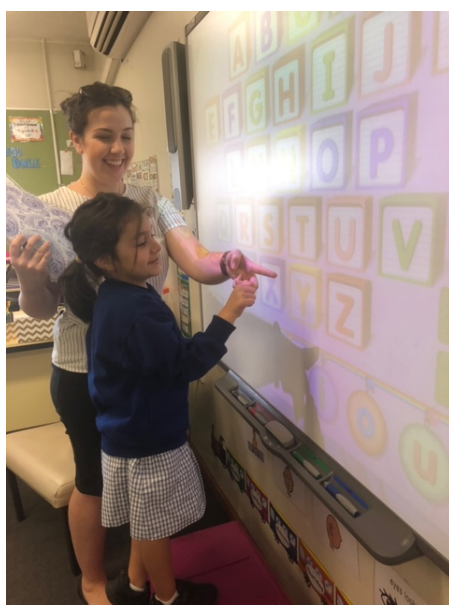
Next Steps

- Increased leadership opportunities for the student body.
- School leaders to engage in professional learning to lead staff in preparing evidence for the school's 2020 external validation.
- Encourage aspiring leaders to undertake online training modules working towards leadership level through pathways such as Teaching Standards in Action or the Principal's Leadership Credential modules.
- School executive to be professionally developed in regards to the administration and management aspects of new human resources and financial planning tools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10 366 Aboriginal Background (equity loading)	<ul style="list-style-type: none"> • All classes year 2 – year 6 participated in the Indigenous Education program with one 40 minute session per fortnight (years 2–4) and one 40 minute session and one 80 minute session per fortnight (years 5 and 6). • All lessons were linked to curriculum outcomes with an Indigenous perspective in the KLA areas of Maths, English, History and CAPA. • All lessons emphasised the place of Indigenous people in Australia today or in the past. • The 12 Indigenous children had Personal Learning Pathways written for them after consultations with their parents, classroom teacher, AP, Indigenous Perspectives teacher and the children themselves, incorporating personal, academic and cultural goals. • Most Indigenous children participated in the 'Belonging' program. • NAIDOC week was marked by a visit from the Indigenous performer Troy Allen, and attended by the whole school. • Written evaluations conducted with stage 3 children in week 9 were very positive, with Art (31%), Claymation DVDs (24%) and Craft and weaving (22%) listed as the activities they gained the most from during the year.
English language proficiency	\$40 530 English Language Proficiency (equity loading)	<ul style="list-style-type: none"> • In 2018 the EALD program was implemented on a two day a week basis. The program provided support to EALD students to assist in their learning and build on their language skills needed to access the general curriculum. • The program consisted of both in class support and small group withdrawals. • Five students from early stage one participated in withdrawal groups twice a week and thirteen students from year one were involved in withdrawal groups once a week. These groups participated in modelled reading sessions focusing on; <ul style="list-style-type: none"> * an expanding range of common everyday vocabulary * subject specific vocabulary * predicting * comprehending * expanding on descriptive language * talking and listening, responding to texts and teacher. • Overall students have shown an improvement by using a variety of learnt vocabulary and descriptive words in their oral descriptions and recounts of texts. • In consolidation with the classroom teacher EALD support was provided in the classroom for stage one and two classes. This involved assisting students individually or in small groups within the classroom setting to better develop their reading, writing and maths skills. This was done by;

English language proficiency	\$40 530 English Language Proficiency (equity loading)	<ul style="list-style-type: none"> * working in small reading groups * rotating maths groups * providing one on one support to students during writing lessons.
Low level adjustment for disability	\$62 468 (Staffing) \$20 053 (Flexible)	<ul style="list-style-type: none"> • This year the focus for stage 2 was narratives and persuasive texts in semester 1. There was a focus on writing using the correct structure for these text types and setting work out in paragraphs. For narratives, most students were able to write an orientation, complication and resolution. For persuasive writing, the students were encouraged to use modality and write compound sentences. All students demonstrated an improvement in their work. • In semester 2, the focus for stage 2 was descriptive writing, procedures and information reports. With all these texts types, the focus was building on and increasing students use of vocabulary. In descriptive writing, students were encouraged to write using noun groups and figurative language. With procedures, the focus was on the correct structure and the inclusion on verbs and adverbs. Students were encouraged to research an animal and write a detailed information report on their chosen animal. Significant improvements were made by the students. • With stage 3, the focus in semester 1 was on writing narratives and persuasive texts. They concentrated on writing using the correct structure for these text types and writing compound and complex sentences. For narratives, most students were able to write a detailed and engaging orientation, complication and resolution and use figurative language to enhance their writing. For persuasive writing, the students were encouraged to use modality to strengthen their argument and influence the reader. All students demonstrated an improvement in their work. • In semester 2, the focus for stage 3 was writing information reports and narratives. With all these texts types, the focus was building on and increasing students use of vocabulary. Students researched influential people and wrote a detailed information report. When writing narratives, students were encouraged to paint a picture for the reader using descriptive language and the inclusion of figurative language. • The Progressions were used to guide our lessons and were used in conjunction with programming. • Team Teaching opportunities with LAST and Classroom Teacher. • 'Stop Think Do' program commenced in April. Students were engaged the whole class approach had a great impact.
Quality Teaching, Successful Students (QTSS)	\$49 974	All teaching staff participated in stage based fortnightly Spiral of Inquiry professional learning sessions with a focus on Reading.

Socio-economic background	\$28 798	Literacy and numeracy resources purchased to support the targeted professional learning.
Support for beginning teachers	\$15 000	<p>Three teachers received their Beginning Teacher funding under the Great Teaching, Inspired Learning reform.</p> <p>Teachers were provided an hour per week release time for the beginning teacher and one hour per week release for an expert teaching colleague (using QTSS funds), to provide mentoring support.</p> <p>The mentor (AP) assisted the teacher to refine and develop their teaching practice through classroom demonstrations/modelling, co-planning, co-teaching, observation, and feedback and reflection.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	118	123	147	137
Girls	117	109	116	136

From 2017–2018 our numbers grew from 263 to 273. We anticipate that student numbers at Milperra Public School will increase again in 2019, with an eleventh mainstream class being formed.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.6	93.8	95.7	95.4
1	93.5	95.2	96.3	95.2
2	92.8	94.6	95.1	96.1
3	94.5	93.5	95.8	95.1
4	95.4	95.5	93.8	95
5	95.4	95.9	93.6	91
6	93.5	95.1	94.3	93.5
All Years	94.5	94.8	95	94.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

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(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.69
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	5.52

*Full Time Equivalent

Milperra Public School does 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

This year, all teaching staff at Milperra Public School took part in a new initiative 'Spiral of Inquiry'. This is a framework for school transformation. A section of the spiral 'learning' is strongly focused on new learning for teachers in line with evidence-based practice and innovation. The entire staff participated in mandatory professional learning, including the Code of Conduct, Child Protection, CPR and anaphylaxis. A major investment was made in providing teachers with opportunities to attend external professional learning aligned with our school plan and individual teachers' Performance Development Plans.

Financial information

Financial summary

The information provided in the financial summary

includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	207,410
Revenue	3,108,720
Appropriation	2,857,620
Sale of Goods and Services	-504
Grants and Contributions	247,708
Gain and Loss	0
Other Revenue	150
Investment Income	3,747
Expenses	-3,181,725
Recurrent Expenses	-3,181,725
Employee Related	-2,632,721
Operating Expenses	-549,004
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-73,005
Balance Carried Forward	134,404

Milperra Public School received funding from the NSW Government, allocated by the Department of Education. Community sources such as our Parents and Citizens Association (P&C).

Milperra Public School's finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken again this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool, SAP and the Electronic Financial Planning Tool.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,910,815
Base Per Capita	54,016
Base Location	0
Other Base	1,856,799
Equity Total	162,215
Equity Aboriginal	10,366
Equity Socio economic	28,798
Equity Language	40,530
Equity Disability	82,521
Targeted Total	621,786
Other Total	99,685
Grand Total	2,794,501

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

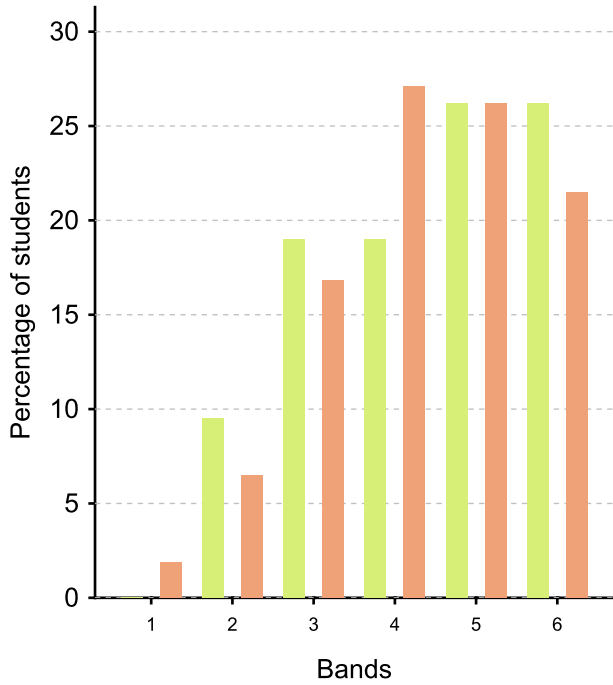
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 reading results indicate the 50% of students are in the top two bands. Writing results indicate 46% of students are performing in the top two bands. In Spelling, 50% of Year 3 students are performing in the top two bands. Grammar and punctuation results indicate that 52% of Year 3 students are in the top two bands.

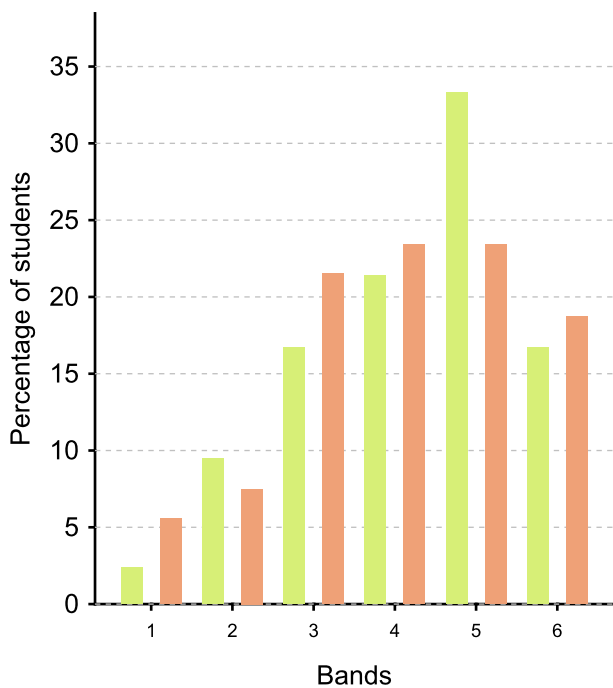
Year 5 reading results indicate the 39% of students are

in the top two bands. Writing results indicate 3% of students are performing in the top two bands. In Spelling, 30% of Year 3 students are performing in the top two bands. Grammar and punctuation results indicate that 21% of Year 3 students are in the top two bands.

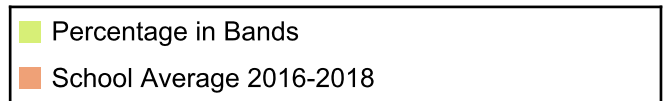
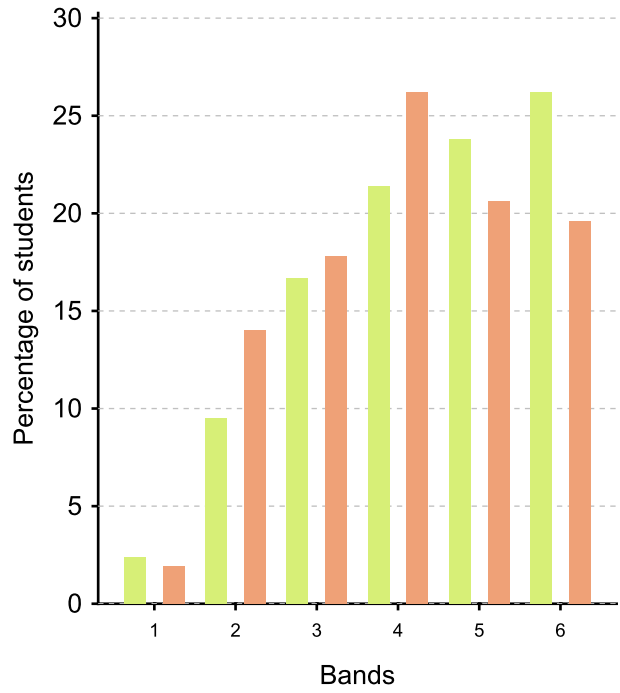
Percentage in bands:
Year 3 Grammar & Punctuation



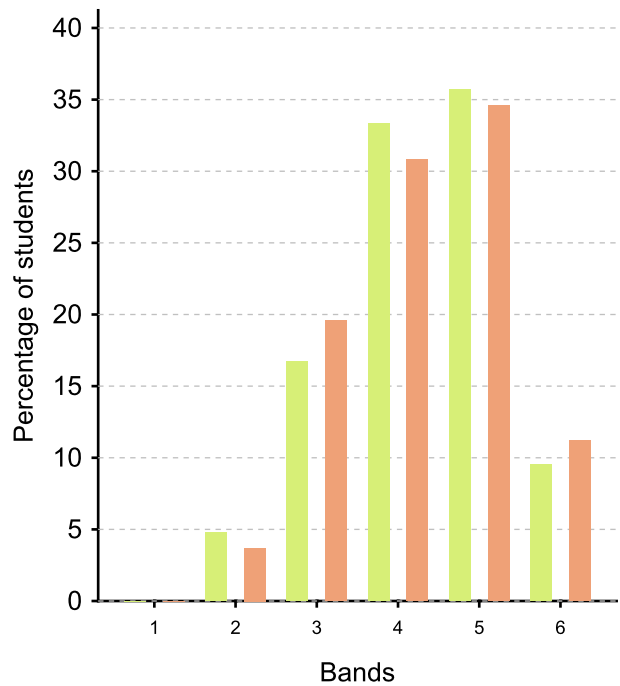
Percentage in bands:
Year 3 Reading



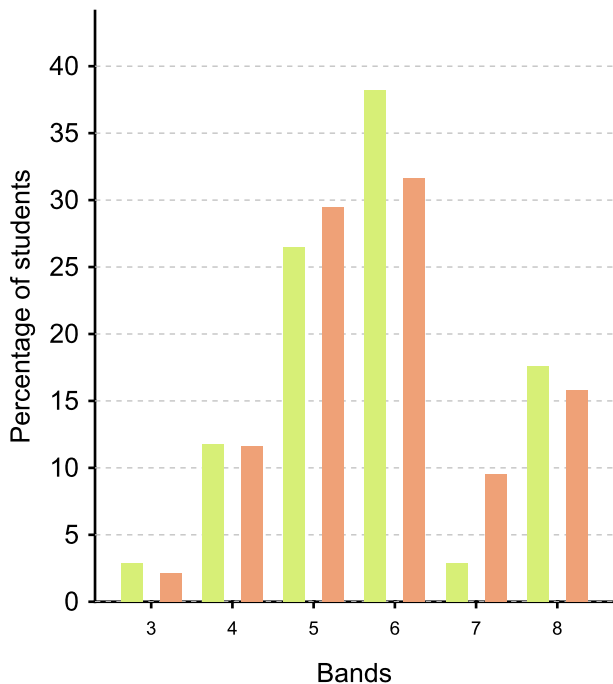
Percentage in bands:
Year 3 Spelling



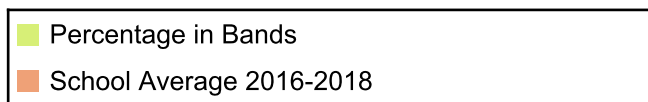
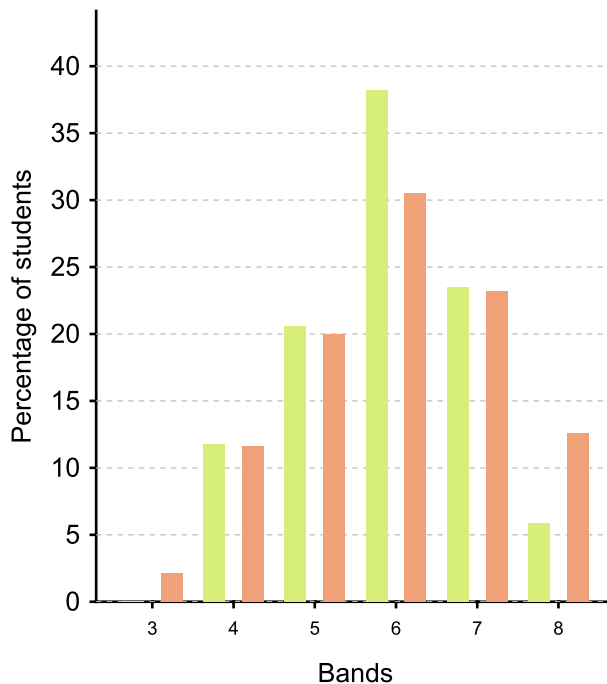
Percentage in bands:
Year 3 Writing



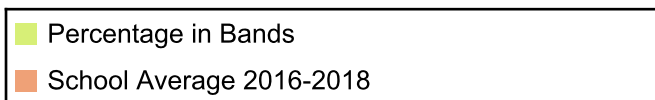
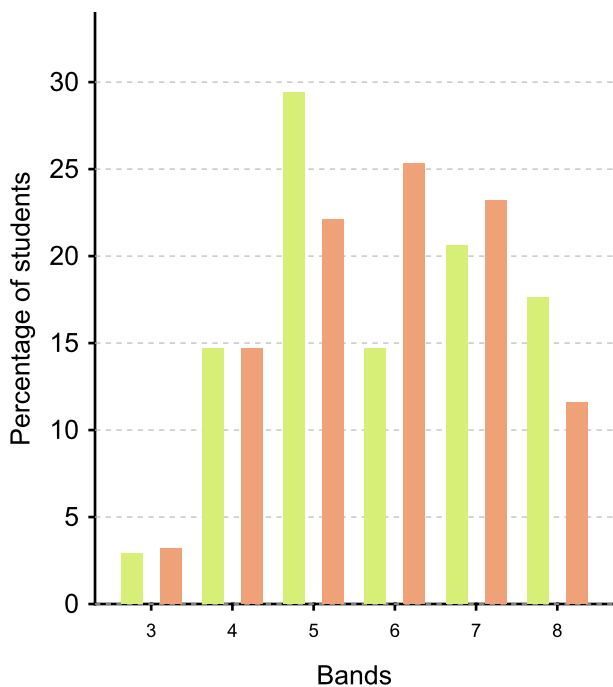
Percentage in bands:
Year 5 Grammar & Punctuation



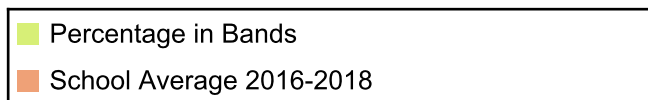
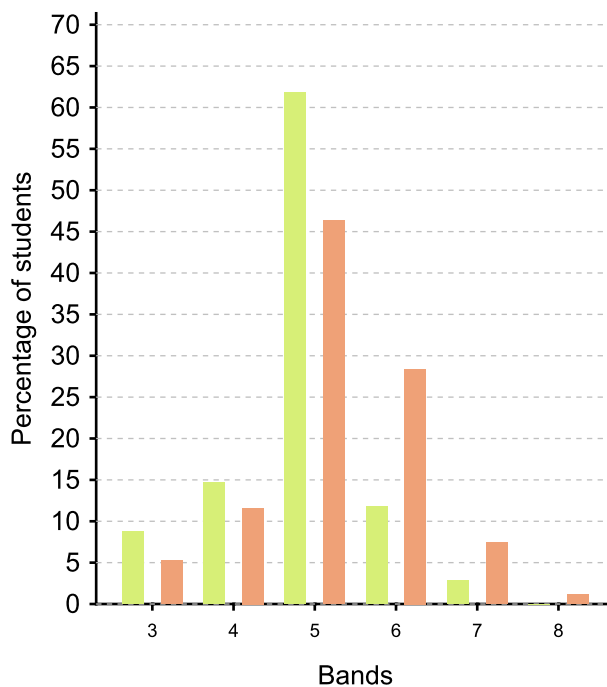
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Year 3 results show 36% of students are in the top two bands for numeracy and Year 5 students are at 18% 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

In accordance with the *Premier's Priorities: Improving education results*, schools are required to report on their student performance in the top two NAPLAN bands in reading and numeracy. 2018 NAPLAN Data shows that 50% of Year 3 students and 39% of Year 5 students were in the top two bands for reading. In numeracy, 36% of Year 3 students placed in the top two bands.

Parent/caregiver, student, teacher satisfaction

Milperra Public School is proud to have positive, strong links with our parents/carers, as well as the wider school community. We recognise and value the importance of student, parent and teacher feedback as a crucial aspect of school improvement and the pathway to school excellence. Milperra Public School is held in high regard by its students, parents and the local community. There is a strong sense of community within the school, and the students and parents/carers report that staff are knowledgeable, passionate, dedicated and caring. From school based feedback structures, the community appreciated and highly valued the wide range of extracurricular activities that are provided by the staff, with a myriad different extracurricular opportunities provided throughout each school week.

Overall, parent/carer participation remains high, and this is evidenced through all staff members continuously developing authentic positive relationships with parents/carers, as well as through the following:

An average of 15–20 parents attend the school's monthly P&C meetings.

High numbers of parent/carer, grandparent and community attendance at whole school special events, such as Harmony Day, NAIDOC Week celebrations, Grandparents Day, Education Week/Open Day.

The school's newsletter and weekly update is being electronically delivered through our eSchool News App.

Our electronic sign and message noticeboard, which regularly displays messages about current events and school achievements, as well as parent/carer reminders.

Future Directions

Launch Milperra Public School Facebook Page to further open communication channels and positively promote what is happening within the school. This will also provide an opportunity to connect with current families and potential enrolments.

Policy requirements

Aboriginal education

All classes year 2 – year 6 participated in the Indigenous Education program with one 40 minute session per fortnight (years 2–4) and one 40 minute session and one 80 minute session per fortnight (years 5 and 6). All lessons were linked to curriculum outcomes with an Indigenous perspective in the KLA areas of Maths, English, History and CAPA. All lessons emphasised the place of Indigenous people in Australia today or in the past. The 12 Indigenous children had Personal Learning Pathways written for them after consultations with their parents, classroom teacher, Mrs Chudleigh (AP), Jan White (Indigenous Perspectives

teacher) and the children themselves, incorporating personal, academic and cultural goals. Most Indigenous children participated in the 'Belonging' program. NAIDOC week was marked by a visit from the Indigenous performer Troy Allen, and attended by the whole school. Written evaluations conducted with stage 3 children in week 9 were very positive, with Art (31%), Claymation DVDs (24%) and Craft and weaving (22%) listed as the activities they gained the most from during the year.

Future Directions

Continue with the program in its current form, except to make sessions available to all classes K–6 by keeping most sessions to 40 minutes.

After assessing the evaluations, continue with the CAPA lessons, re-visit the Claymation topic.

Engage the children in some competitions run especially for Indigenous children (art, especially).

Apply to be included in the 'Inspire' program.

Include more traditional Indigenous weaving activities in the program, for example, using the school's Lomandra leaves.

Cooking was successful with the stage 2 children, and will be expanded in 2019 to include more classes.

Multicultural and anti-racism education

Multicultural perspective are incorporated into school programs and activities. At Milperra Public School we ensure that all key stakeholders are respectful of one another, embracing diversity. Specific events such as Harmony Day are held to celebrate the rich cultural diversity of our school. An Anti-Racism Contact Officer (ARCO) has been trained to investigate, support and counsel victims of racism as well as those who fail to demonstrate respectful behaviour towards others.

Other school programs

In 2018, Milperra Public School celebrated its 100th year of providing quality education to the Milperra community.

Milperra Public School's centenary celebrations commenced with a Memorial March on Sunday 5 August. It started at the Western Sydney University, Bankstown and concluded at the school on Pozieres Avenue. The event commemorated the soldiers who settled in the suburb. Our School Captains, Vice Captains, Prefects and special dignitaries led the grand walk behind a marching band. Students of Milperra Public School and the community joined in at different locations. Wreaths were laid at various meeting points and were followed by a one-minute silence as a sign of respect to those who served time in war. This certainly was a point of difference and started Centenary Week with a bang!

Milperra Public School's P&C coordinated a phenomenal fete following the Memorial March. The community celebrated together from 10 am until late afternoon. It included market stalls, food, rides, a petting zoo and entertainment. The fete saw our students shining as they performed astounding items on stage.

The Formal Assembly commemorating the centenary of Milperra Public School was held on Tuesday 7 August. Our School Leadership team hosted the event. Students, staff, community members and dignitaries attended the momentous occasion where they were informed of the rich history of our school. Former Principals and students shared their experiences and perspectives of their time at MPS. Warren Finn, the Director of Educational Leadership, presented our school with a certificate honouring 100 years of Public Education. The choir cordially performed 'Spirit of the Anzacs' and the assembly concluded with the entire student body singing 'Waltzing Matilda'.

Paul Martin, a noted historian, visited Milperra Public School on Wednesday 8 August. He led a memorabilia presentation to all students from Kindergarten to Year 6. Paul Martin has a fabulous knowledge of Military History and a comprehensive display of military artefacts. These artefacts relate to specific military campaigns of World War 1 and 2 along with the Vietnam War. Through his presentation, Paul Martin spoke of the campaigns and the role of the Australian troops in the war. The students eagerly sought after facts and were thoroughly engaged in exploring the numerous artefacts.

The Bush Dance was held on Friday 10 August. It was an entertaining event that was held to mark the end of our centenary celebrations. Students of Milperra Public School participated in learning particular items from The Billy Tea Bush Band that were then performed to the rest of the school. Later in the day, the school community joined in with the evening entertainment. Students, staff and community members were able to purchase from the P&C BBQ dinner, assist the Year Six students with fundraising for their end of year farewell and take part in numerous fun bush dances.

Additional rewarding events that took place include:

- The Centenary Garden (funded by the P&C) was built in place of the traditional 'Milpy Mound'. Pavers that were purchased by our school community are laid in a designated area. People remark on the beautification this brought to the school grounds.
- The students of our school had their handprints displayed in a large and colourful mural. The mural has been placed on a wall at Milperra Public School to mark history.