

Milton Public School

Annual Report



2018



'Enjoy The Present Day'

2565

Introduction

The Annual Report for **2018** 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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Milton Public School

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Message from the Principal

It has been a privilege and honour to lead Milton Public School in 2018. I did this with the support and hard work of a great team. I would like to sincerely thank the School Executive Team in 2018: Deputy Principal Jason Barby, Assistant Principals, Mrs Dale, Ms Coleman, Ms Blondinau, Mrs Chittick, Ms Cooney, Ms Gown and Instructional Leader Mrs Watkins. These fantastic leaders do an incredible job in the smooth running of the school.

Our teaching and non-teaching staff are all highly qualified, professional and dedicated. Through their efforts we are able to offer a broad-based curriculum extending well beyond the core curriculum. Our school continues to thrive as a result of the hard work and commitment of all individuals working together as part of a team to ensure every child is known, cared for and has available to them educational opportunities of the highest quality.

2018 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, in our academic, welfare and leadership programs, and in extra-curricula and extension programs offered to the students. 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.

To everyone in our school community thank you for your support of our school and your contribution to a successful year.

Mark Thomson

Principal

Message from the school community

Thanks to all of the parents, carers and volunteers who have supported Milton Public 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, participated in our first stall at the Milton Show and we hosted yet another very successful annual school fete.

All fundraising events are a product of many hours of commitment, enthusiasm and support from so many valued members of our very strong community. It is fantastic to see that we have our regular group of P&C members who turn up to meetings every month and donate so much of their time in preparing for and running fundraisers, a very big and sincere thank you to all 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, Milton Show days 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 committed staff and students at Milton Public School, everything that we do at the P&C and 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 2019 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 \$36000. It is with great pleasure to announce that with these funds, we have been able to contribute to curtains in the School Hall, coloured stencilling for the playground, guided readers, weighted blankets, the fruit program, Year Six T-Shirts, Lego for classrooms, Pencil Sharpeners, Library bag for each child entering Kindy 2018, sports equipment, technological based teaching resources, 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 experience, interests and skills. Teachers are willing and able to provide a range of extra-curricular activities for our students. The school community is very supportive of the school with a proactive and thoughtful P&C Association as the major vehicle for parental involvement in the school. *Carpe Diem—Enjoy the present day* is the school motto.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

Excellence in Learning

Purpose

To provide quality learning through collaborative programming with consistent school wide practices for assessment which promotes high expectations and student excellence.

Overall summary of progress

A whole school Scope and Sequence was created for K–6 Integrated units inclusive of Geography, Science & Technology and History. All Year 1–6 Integrated units were reviewed and updated for Terms 1–4 and Core Curriculum Folders were created, programs completed with current NESA Content and outcomes. Composite class programs (1/2, 2/3 & 4/5) and unit folders were created. Visual Art Units and programs were reviewed and updated for K, 2/3, 3, 4, 5 & 6.

Professional Learning for all staff in Focus on Reading Module 1 and Reading Eggs was delivered. Focus on Reading, Guided Reading Lessons and Reading Eggs were modelled in classrooms K–6 with individual teachers being supported by mentor teachers and leaders. Reading Eggs review and Focus on Reading Surveys completed and evaluated.

The new K–6 Grammar & Punctuation Scope and Sequence was developed and introduced to teachers. Teachers have shared lessons in Stage and Staff Meetings.

Mathematics Team formed with Instructional Leaders, highly experienced teacher from each stage and the Deputy Principal. Professional Learning delivered throughout the year at Staff development days, staff and stage meetings covering areas including differentiation, maths using manipulatives, problems solving strategies, number strategies and engaging students with games in Mathematics. Teachers from K–2, teachers from two support classes and six school learning support officers attended Targeted Early Numeracy (TEN) training. EAS and SENA maths assessment tasks were utilised by these staff, analysis was supported by the maths team and differentiated teaching and learning programs catered for learners at their point of need. Differentiated Learning activity folders were created and lessons modelled for teachers in their own classrooms resulting in teachers learning to link observable behaviours to key levels of mathematical understanding.

K–6 Mathematical assessment task reviewed and being developed. The Stage 2 Maths Scope and Sequence and program including content and descriptors was developed and implemented. Maths Scope and Sequence including Content is being developed for K–2 and Stage 3.

Aboriginal Perspectives have been embedded into all completed Integrated units and relevant English Units. The Mirida Program for Aboriginal students and friends has been established as lunchtime groups. Activities relate to cultural, traditional and historic local and national perspectives. Aboriginal students attended public speaking workshops and undertook leadership initiatives including NAIDOC week assemblies. Aboriginal Leader Position Established as part on the MPS School Student Leadership positions. Aboriginal students are catered for within the Learning and Support teachers' programs for literacy and are catered for with SLSO's in numeracy as required.

K–6 Writing tasks reviewed, evaluated and implemented for each semester. Writing samples collected for assessment using rubrics and consistent teacher judgement. Exemplars kept for A–E comparison.

Out-of-Home-Care students, Aboriginal Students and students with Integration Funding support were supported through the writing and evaluation of personalised learning plans.

School Attendance Team formed. Programs and flowcharts created demonstrating compliance and procedures regarding attendance. Staff, students and parents surveyed about attendance. Attendance team and Home School Liaison Officer presented Professional Learning for staff and Kindergarten parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% staff demonstrate evidence of differentiated teaching and learning practice.	\$23,952 Professional Learning \$35,000 Teaching	Focus on Reading PL Strategies. Reading Eggs used in classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
.	Resources	TEN training for teachers and all SLSO's in differentiated maths activities. Differentiated maths groups based on SENA and EAS assessment. Maths Assessments reviewed K–6..
All teaching and learning programs reflect evidence-based teaching methods optimising learning progress for all students, across the full range of abilities	\$14,354 Professional Learning \$26,000 Teaching Resources	Integrated units created 1–6 including composite classes. All Units resourced. Grammar Scope & Sequence Completed K–6. Stage 2 Maths Scope & Sequence completed with differentiated adjustments. James Nottingham PL reflecting effective feedback and evidence-based practices.

Next Steps

Unit Writing

- Write and resource Kindergarten Integrated units. Rewrite English picture book shared reading programs for Kindergarten.

Focus on Reading & Reading Eggs

- Complete Focus on Reading Module 2 Phase 3 & 4 Vocabulary.
- Leaders model effective classroom practice in classrooms and make observations using the PDP framework.
- Visit exemplar schools who are implementing Focus on Reading across K–6.
- Create a review for reading eggs, set up new classes for 2019 and provide high quality professional learning in ways to effectively use Reading Eggs in the classroom and the Blake Education library during literacy sessions.
- Evaluate assessment procedures for grouping students into reading groups.

Grammar & Punctuation Scope and Sequence

- Share high quality K–6 differentiated lessons in grammar and punctuation. Provide opportunities for professional learning in writing and grammar.

Mathematics

- Use EAS and SENA assessments to group students into differentiated maths groups in K–2 and support classes. provide professional for SLSO's in early arithmetic numeracy.
- Complete Mathematical Assessment tasks as required. Review and create Stage 3, Stage 1 and Early Stage 1 Maths programs with content.

Aboriginal Perspectives

- Review current Mirida programs ensuring Aboriginal cultural histories and perspectives are embedded in lunchtime programs.
- Continue to cater for and support Aboriginal students with attendance, academic, leadership and cultural events and opportunities. Seek more local knowledge to embed into integrated units, especially the Year 3 Dreaming Unit.

K–6 Assessment & Work Samples

- Review, create and implement common writing assessments across K–6 with Rubrics aligned to the syllabus and learning progressions.
- Collect writing samples, analyse against rubrics and assess against the A to E reporting system resulting in improved consistent teacher judgement in all grades.

Out of Home Care, Aboriginal Personalised Learning Plans & Integration Funding Support student Individual Learning Plans

- Continue to support Aboriginal, support and out-of-home-care students through goal setting and personal learning plans.

Attendance

- Attendance professional learning opportunities to continue to ensure that all teachers comply with the DET attendance policy and procedures.



Strategic Direction 2

Excellence in Teaching

Purpose

All permanent, temporary and casual staff demonstrate a commitment to maintaining and developing their professional standards and quality teaching practices.

Overall summary of progress

Staff were surveyed regarding their Professional Learning needs. Professional learning was linked to the School Plan & School Excellence Framework with 12 out of 15 identified areas were catered for in 2018. Personal, school and professional growth training included: Mindfulness & Wellbeing, KidsMatter, Teacher Accreditation and Etams, Spelling & Numeracy strategies, Technology Software development and training, Sentral Training, Leadership with Covey, James Nottingham, Reading Eggs, Focus on Reading, Learning Progressions, Best Start Training, University Immersion Training, Attendance training, Student Coaching & Mentoring and NAPLAN analysis training.

Teaching staff completed Performance and Development Plans (PDP's) including classroom observations, reflections and evaluations. Staff completed writing workshops on how to successfully set professional, personal and stage goals. PDP's were set and reviewed with supervisors. Professional Learning and Quality Teaching, Successful Schools funding support training and development of all staff.

Pre 2004 teachers were supported in maintain proficiency through professional learning with the Quality Teaching Advisor.

Instructional Leaders, executive and Kindergarten teachers received professional learning in Learning Progressions and PLAN 2. Kindergarten using Learning Progressions in 2019.

School Learning Support Officers SLSO's identified the Professional Learning needs. All SLSO's received training in Targeting Early Numeracy (TEN) and Focus on Reading.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance is at or above state wide average.	\$5000 Professional Learning	Attendance PL with HSLO and MELLT Attendance team. Staff following attendance flow chart procedures and communicating with parents at various leadership levels. Incentives offered to students with poor attendance. Parent/teacher intervention meetings held. Students identified by classroom teacher, AP, DP & HSLO.
Quality teaching observations identify strengths and improvement measures of practice against the teaching standards through the PDP process.	\$10,000 Professional Learning Teaching Resources	PDP goals set with supervisor support. Quality lesson observations completed at least twice per year with evaluations. PDP goals set against NSW Teaching Standards.
100% of teachers are actively engaged in the accreditation process in accordance with NESAs.	\$2,000 Professional Learning	100% of teachers attended Accreditation PL. All teachers completed 2018 DET required PL..

Next Steps

Professional Learning

- Staff surveyed using PDP, School Excellence Framework and the School Plan documents to identify professional learning needs.
- Deliver professional learning for staff and SLSO's including Focus on Reading, Reading Eggs, Learning Progressions, Etams & Accreditation, Attendance, PD/H/PE and James Nottingham's Evidence-Based Teaching.

Performance and Development Plans (PDP's)

- Staff set professional, personal and stage goals with supervisor completing the reviews and lesson observations.
- Staff using growth coaching and mentoring techniques.

Accreditation

- All teachers supported to maintain proficiency.
- Quality Teaching Advisor presents staff with Etams and Accreditation professional Learning



Strategic Direction 3

Excellence in Leading

Purpose

The school leadership team fosters effective leadership, encourages high expectations of all staff and purchases quality resources to support the delivery of quality teaching and learning and a positive community engagement with the school.

Overall summary of progress

Milton PS Professional Learning and Leadership team was formed (Milton Excellence in Learning, Leading & Teaching – MELLT). The MELLT team survey staff about their professional learning needs and delivered identified PL including attendance, wellbeing and Sentral system training.

The kindergarten transition program included visits to preschools by the Assistant Principal, school linkage forms sent out, parent orientation presentations, a Kindergarten Orientation program delivered for all children and welcome to school packs created.

The Year 6 to 7 transition program featured multiple orientation days, completion of applications and access request data and extra transition days to cater for a variety of student needs. Year 6 staff from our community of schools teamed up with Instructional Leaders and Teachers from Ulladulla High School to design, create and deliver the Year 6 to 7 English transition program. Students participated in the English program leading to each student creating a narrative about themselves, 'What's Your Story?' Students present their narratives in primary school and then in the first two weeks of high school to help with the process of transitioning to a new school. Students gain an understanding of the expectations of the high school English curriculum.

English Resources were purchased to cater for shared and guided reading programs and to supplement new integrated units of work. Maths resources were purchased to ensure classrooms have readily available concrete materials to support high quality, engaging teaching and learning.

Student leaders including captains, prefects, class councillors, Aboriginal and Support students provided with opportunities to lead programs, special days and assemblies. These included the 'War-on-Waste' project, the school fete, the year 6 mini fete, Kidsmatter Day, SRC fundraisers, sports carnivals, Commonwealth Games Day, Harmony Day, ANZAC Day and NAIDOC week.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Leadership is diverse and sustains a culture of shared continuous improvement. An increase in number of staff actively pursuing leadership opportunities.	\$5000 Professional Learning	Teachers & SLSO's complete PL. Monitored the implementation of the school plan and collection of milestone evidence. Development of Leadership skills is reflected in PDP's.
All student leaders are involved in every school identified leadership opportunities.	\$500 Resources	Student leaders run ceremonies and assemblies. School Councillors for SRC Year 6 students lead Mini Fete. Year 6 students complete peer support program with Kindergarten. Year 6 students lead Kidsmatter Day.
Aboriginal students are involved in leadership opportunities.	\$1000 Resources & Professional Learning	Aboriginal students lead ceremonies and NAIDOC week celebrations. Aboriginal Students complete Public Speaking &

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal students are involved in leadership opportunities.		Debating workshops. Aboriginal Student elected for the 2019 School Leadership team.

Next Steps

Professional Learning & Leadership

- MELLT (Milton Learning, Leading & Teaching) team survey all staff about professional learning (PL) requirements.
- Facilitate delivery of identified PL such as Etams, Accreditation, Focus on Reading and peer mentoring.

Transition P–K & 6–7 Programs

- Linkage forms completed P–K & 6–7.
- Evaluate orientation visits P–K & 6–7
- Improve communication with the high school.

Deliver a strong Kindy transition program and parent/teacher information sharing.

School Resources

- Review resources required for high quality delivery of the curriculum in all KLA's.
- Purchase English Narrative class novel sets for Years 3 to 6.

Student Leaders

- Class councillors for SRC.
- SRC meetings twice per term.
- Aboriginal and Support Class Leaders elected and performing leadership roles.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$36 174	In consultation with out AECG, our Aboriginal Education programs K–6 were reviewed and now run in two strands– cultural and academic. We completed M Goals 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.
Quality Teaching, Successful Students (QTSS)	\$131 391	Quality Teaching, Successful Student funding has led to a review and streamlining of our Learning and Support Team referral process 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	\$77 313	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	\$23 811	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			
	2015	2016	2017	2018
Boys	354	349	343	350
Girls	325	312	338	348

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	93.2	94	92.6
1	94.6	92.3	91.7	93.3
2	94.3	93.1	94	90.9
3	95.5	91.9	94	93
4	94.8	92.5	93.8	93.2
5	94	93.7	94.9	93.2
6	94.3	90.5	95.3	93.5
All Years	94.6	92.4	94	92.9
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

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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	30.45
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	0.8
School Administration and Support Staff	8.26

*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

Professional learning and teacher accreditation

Professional Learning opportunities were identified through the PDP process and in the School Plan.

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	265,312
Revenue	6,522,600
Appropriation	6,236,718
Sale of Goods and Services	102,816
Grants and Contributions	179,183
Gain and Loss	0
Other Revenue	0
Investment Income	3,883
Expenses	-6,381,831
Recurrent Expenses	-6,381,831
Employee Related	-5,745,028
Operating Expenses	-636,803
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	140,769
Balance Carried Forward	406,081

School funds held and spent comply with the DoE auditing requirements.

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	4,467,674
Base Per Capita	135,842
Base Location	14,855
Other Base	4,316,977
Equity Total	294,773
Equity Aboriginal	36,174
Equity Socio economic	77,313
Equity Language	4,786
Equity Disability	176,500
Targeted Total	778,466
Other Total	542,729
Grand Total	6,083,641

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.

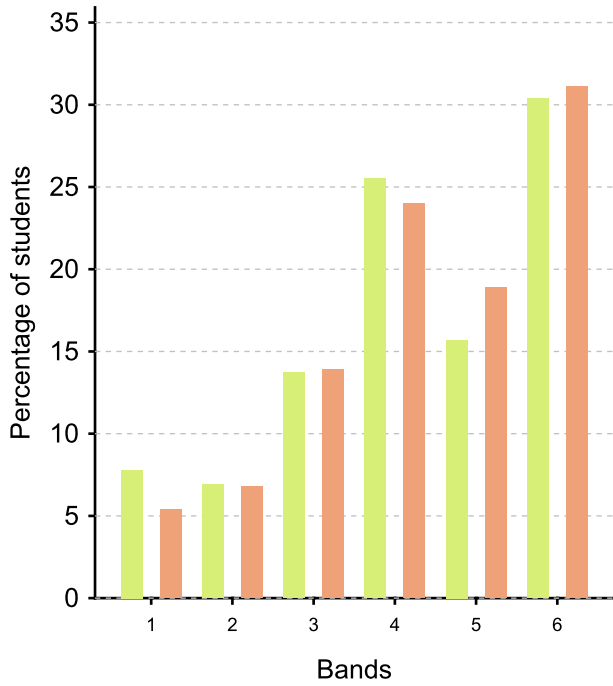
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Our school's Year 3 NAPLAN data showed 67% of students were in the top three bands in reading and 63% 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 8% 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.

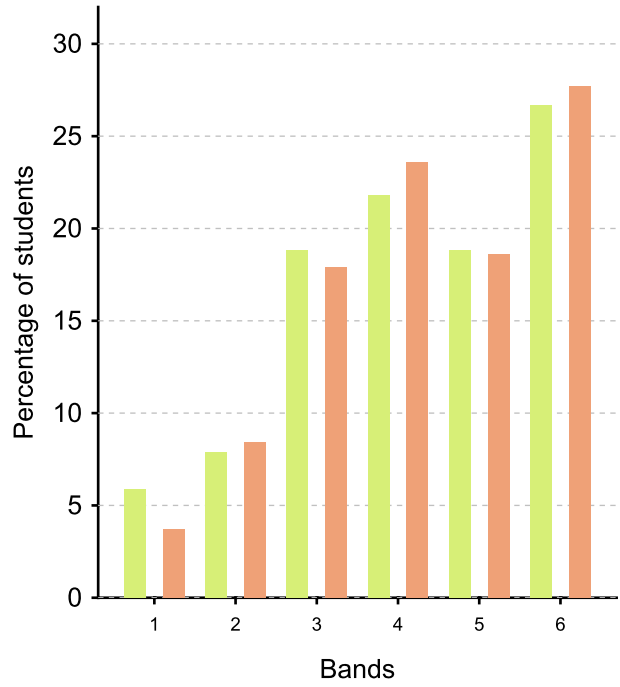
Percentage in bands:
Year 3 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	7.8	6.9	13.7	25.5	15.7	30.4
School avg 2016-2018	5.4	6.8	13.9	24	18.9	31.1

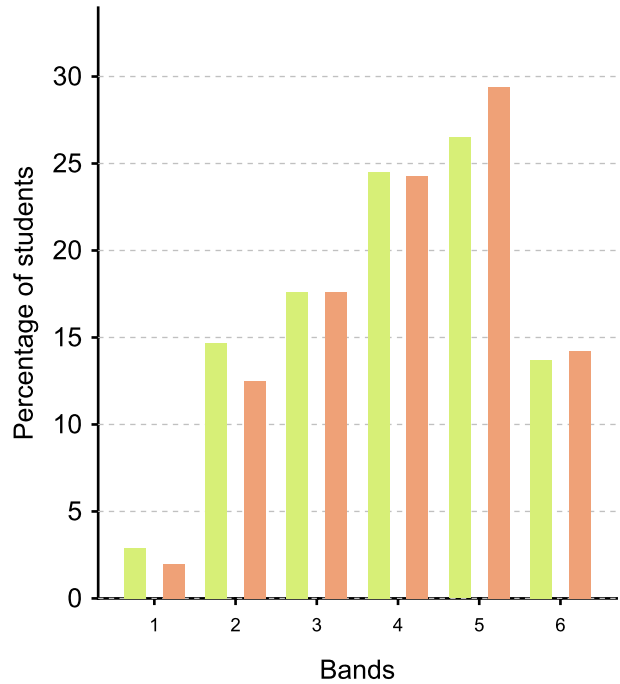
Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.9	7.9	18.8	21.8	18.8	26.7
School avg 2016-2018	3.7	8.4	17.9	23.6	18.6	27.7

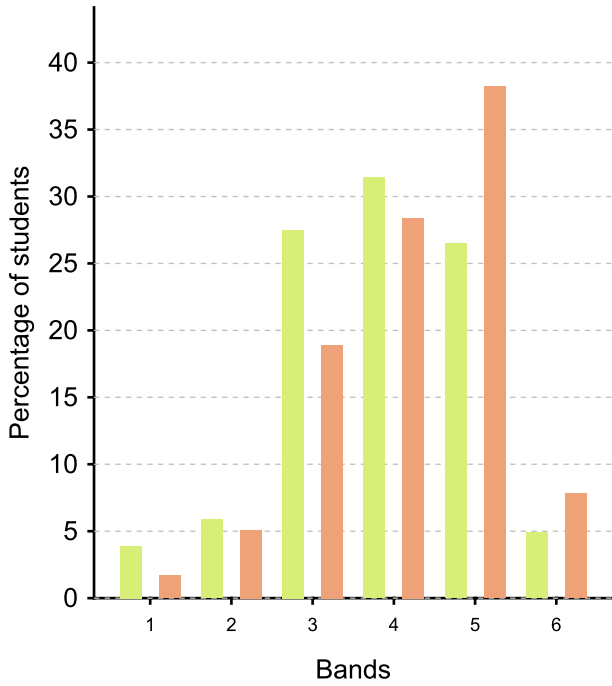
Percentage in bands:
Year 3 Spelling



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.9	14.7	17.6	24.5	26.5	13.7
School avg 2016-2018	2	12.5	17.6	24.3	29.4	14.2

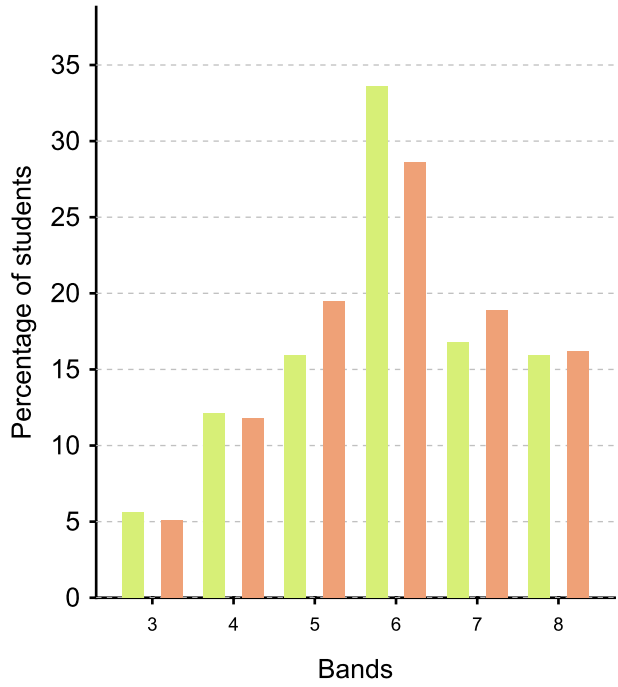
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.9	5.9	27.5	31.4	26.5	4.9
School avg 2016-2018	1.7	5.1	18.9	28.4	38.2	7.8

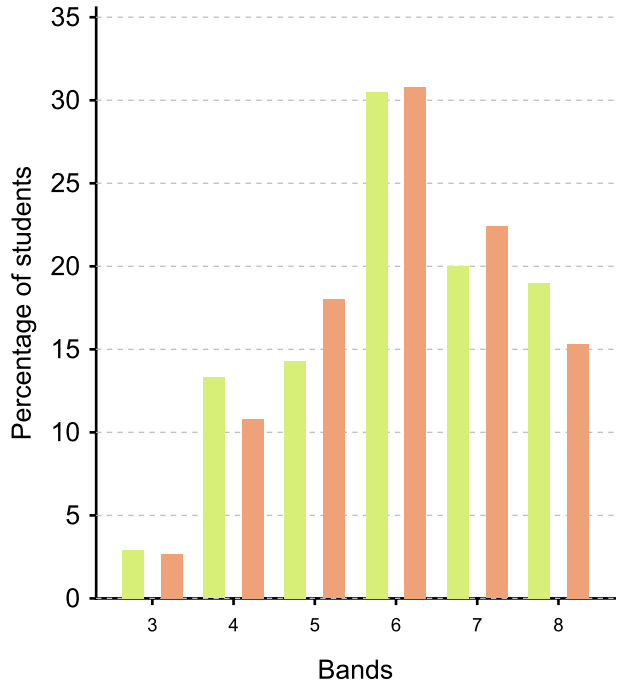
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.6	12.1	15.9	33.6	16.8	15.9
School avg 2016-2018	5.1	11.8	19.5	28.6	18.9	16.2

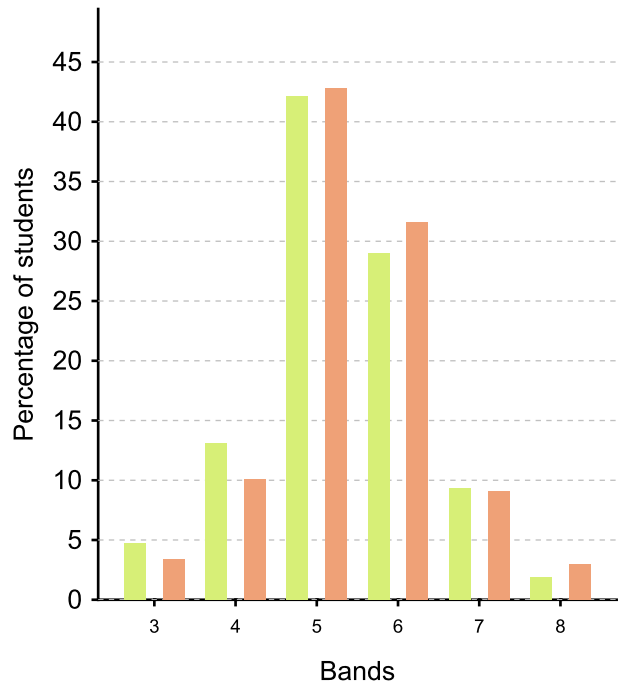
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.9	13.3	14.3	30.5	20.0	19.0
School avg 2016-2018	2.7	10.8	18	30.8	22.4	15.3

Percentage in bands:
Year 5 Writing



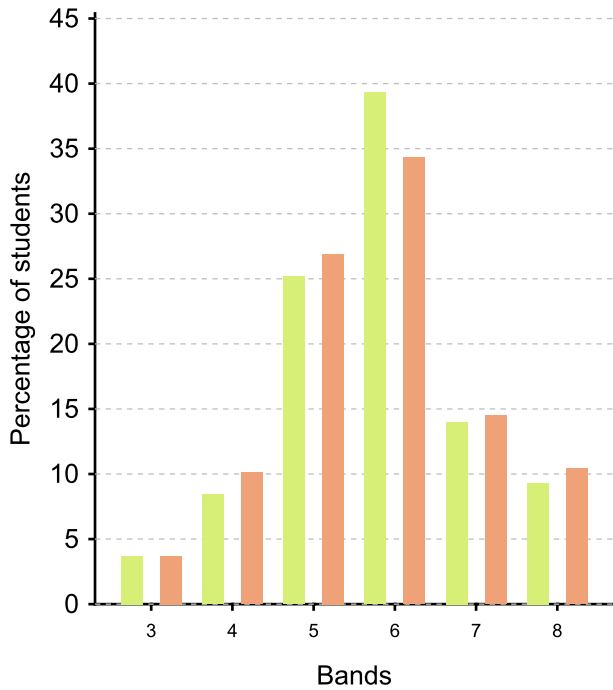
■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.7	13.1	42.1	29.0	9.3	1.9
School avg 2016-2018	3.4	10.1	42.8	31.6	9.1	3

In Year 3 numeracy, 73% of students achieved in the top three bands.

In Year 5 numeracy, 56% of year 5 students achieved in the top three bands.

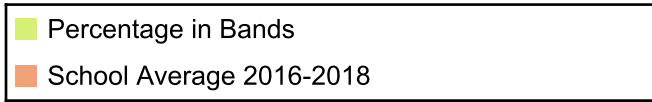
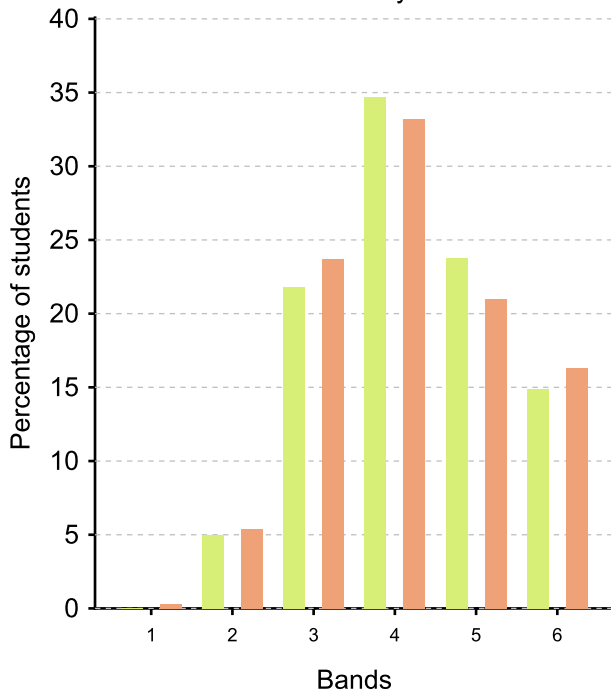
Percentage in bands:
Year 5 Spelling



■ Percentage in Bands
■ School Average 2016-2018

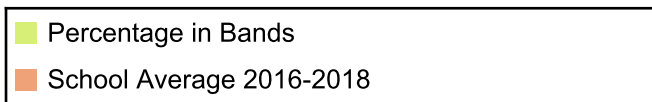
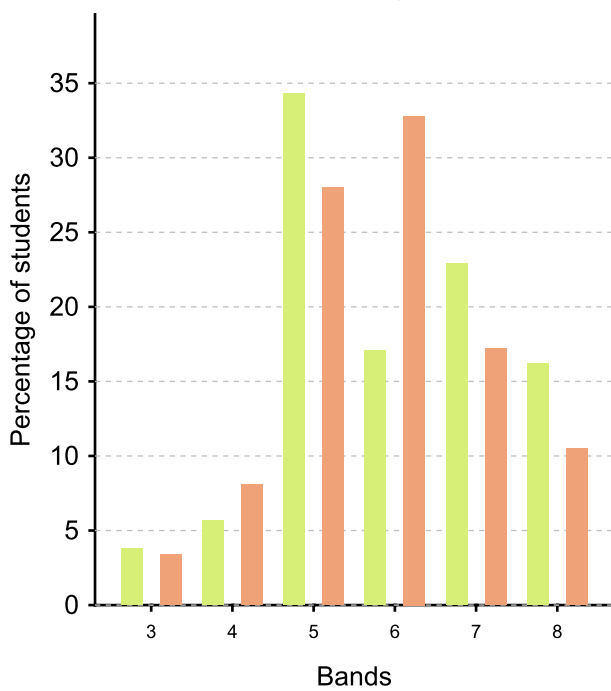
Band	3	4	5	6	7	8
Percentage of students	3.7	8.4	25.2	39.3	14.0	9.3
School avg 2016-2018	3.7	10.1	26.9	34.3	14.5	10.4

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	5.0	21.8	34.7	23.8	14.9
School avg 2016-2018	0.3	5.4	23.7	33.2	21	16.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.8	5.7	34.3	17.1	22.9	16.2
School avg 2016-2018	3.4	8.1	28	32.8	17.2	10.5

Milton Public School complies with all new reporting requirements.

Parent/caregiver, student, teacher satisfaction

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



Policy requirements

Aboriginal education

ISE Aboriginal Excellence Awards nominations

Congratulations to Paige, Jasmine, Bahlie, Reece, Kaylee and Jhye who were all nominated by teachers to win an Excellence Award in Aboriginal Education. Milton Public School is very proud of you and acknowledges your commitment to learning.

Successful recipients for the ISE Aboriginal Excellence Awards

Congratulations to the following students who were successful in receiving a major award at the Inspire, Succeed, Excel Aboriginal Education Excellence Awards at the Batemans Bay Soldiers club on the 10th of December, 2018.

Paige won a Leadership, Citizenship and Community Services award. She has been a great leader in many school events and volunteered to help out in our community NAIDOC celebrations.

Kaylee was a deserving winner of the Culture, Courage and Commitment award. Her self-esteem and courage soured in 2018 and she developed the confidence to do welcome to country at assemblies. She shared stories about her family history in our Mirida group and is eager to learn more about her culture.

Bahlie is a conscientious student who continually tries her best and achieves high results. She received a Literacy and Numeracy award.

Jasmin received an award in Creating and Performing Arts. She continually competes beautiful artworks and was of the four finalists for Operation Art from Milton Public School. Her artwork was framed and displayed in the Armoury Gallery in Sydney.

Academic Program

Leanne McIntyre-Burnes is a teacher who is employed in the LaST program to support our AEW and a part of her case load is to oversee and supervise the academic progress of Aboriginal students which is negotiated with the support team.

* Data was collected at the beginning of the year and has been continually analysed. This data included cultural data taken from their PLPs, NAPLAN data, **as well as** reading and maths results throughout the year.

* Leanne and Jodie worked with students in years 5 and 6 who struggle academically but show real leadership qualities, particularly in areas such as organisation, public speaking and the creative arts.

* Year 5/6 students received extra literacy support to write, edit, present and practise speeches for History and Geography giving the Aboriginal perspective on the class topics. This was using a project based learning model.

* Specific children in year 3/4 were targeted from previous NAPLAN results and teachers recommendations to participate in an intensive comprehension program. This was to improve future results.

* Leanne and the LaST team supported year 6 Aboriginal children with maths in the middle session three days a week. These students were targeted as needing a better understanding and application in maths. Aboriginal students in Stage 1 received reading support from Leanne, Lindy Weekes and Suzi Goodchild, depending on their needs.

Cultural Program

Jodie Maguire, our Aboriginal Education Worker (**AEW**) was employed 6 hours a week from 12:30pm to 3:30pm every Tuesday and Wednesday to support our Cultural Program. During this time Jodie prepared for the Mirida Cultural Group that goes throughout lunch time. She also connected and communicated with the community and supported the year 5/6 academic program. Jodie was supported by a group of teachers who are also passionate about Aboriginal education.

* Mirida Club has continued to meet Tuesdays for K–2 and Wednesdays 3–6 at Lunchtimes. The focus changed throughout the year to increase the cultural value of this group.

* The K–2 started the year following an A–Z cultural program. Later in the year, the focus changed to identity, cultural games (for example; Gorri, Wana, Kolap and Fly), Aboriginal artwork based on Aboriginal stories.

* The 3–6 started the year doing project based research in the lead up to NAIDOC week. They prepared Aboriginal artworks and speeches to complement their role in the NAIDOC celebrations. Later in the year, primary focused on Aboriginal dance. Students discussed different elements of hunting and gathering and used these elements to create contemporary pieces.

Achievements for 2018 in Aboriginal Education

* Milton Public School continued to increase student awareness that the local people are the Murramarang people of the Yuin Country and their language is Dhurga. We have included greetings with Walawaani Njindiwan and ensured correct protocol was followed for **'Welcome and Acknowledgement of country'**.

* The local Aboriginal Lands Council donated library tote bags to our students

* The students painted bags that were donated from the Local Aboriginal Lands Council and Uncle Vic came along to help. These bags were put on display at the local community celebrations in Ulladulla. Later in the year Uncle Vic spend the day with our Aboriginal students to expand their cultural knowledge. He showed them hunting and gathering tools and focused on the importance of being proud of their identity.

* Students led our school NAIDOC assembly and the hall was decorated with Aboriginal artworks that were created by all classes throughout the school.

* Our schools 'Mucho Amigos' performed Christine Anu's song 'My Island Home'.

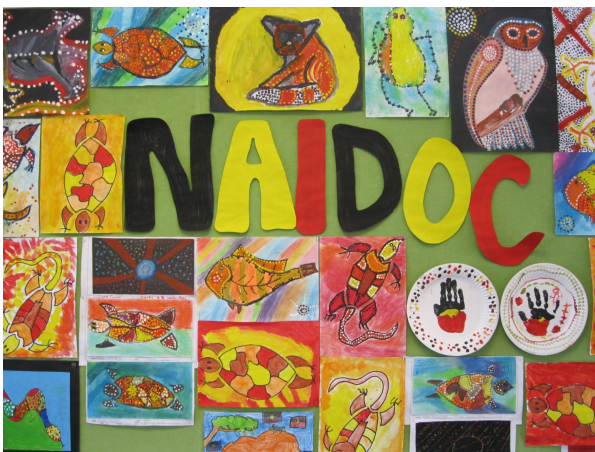
* Two new leadership positions, titled 'prefects' were created to represent our school in 2019 alongside our Captains and Vice Captains. One of these was for our Aboriginal students to give them extra leadership opportunities.

* Jodie contacted Authors from the 'Deadly Auntie Series' to organise a copy of three different books. 'The Aunties and Animals of Bodalla', 'Aunty Hazel and the Guardians' and 'Aunty Mary Comes Back to Country'. All Aboriginal students received a copy and several copies were put into our school library. Many thanks go out to **Tashe Long** for your generosity.

NAIDOC Public Speaking

In 2018, Paige, Jhye, Kaylee, Sonya and Reece attended a public speaking workshop in Batemans Bay to prepare them for the NAIDOC Public Speaking competition. From those students, only Paige and Jhye went on to prepare a speech about Aboriginal women that meant a lot to them.

They presented their speech at the Ulladulla Public School on the theme 'Because of her we can'. Both students stepped out of their comfort zones to represent our school and they are **to be commended** for their efforts.



Multicultural and anti-racism education

Multicultural Public Speaking Competition

The Milton Public School Multicultural Speaking competitions were held in the hall in Term 2. The Stage 3 students who delivered their speeches were Adrian (Living between cultures), Lucas (Welcome to my place) and Maggie (Colour-blindness). They then had 5 minutes to prepare a speech on the topic 'When I leave school'. Mrs Cooney was the adjudicator and she was very impressed with all speeches and the 2 students chosen to represent the school at the local final were Lucas and Adrian. The Stage 2 students who delivered their speeches were Ellie and Keoni (Refugees), Christian and Jonah (My story), Dan (What makes an Australian), Grace (Kid power) and Halle (What Australia Day means to me). Their impromptu topic was 'Dreams'. Mrs Watkins was the adjudicator and was also very impressed with their speeches, especially as this was the first time for all competitors. The 2 students chosen to represent the school at the local final were Keoni and Dan.

The Illawarra and South East Local Final for the Multicultural Perspectives Public Speaking Competition was held at Milton Public School in week 7 of Term 2. The visiting students came from Broulee, Ulladulla, Tomerong, Sussex Inlet, Callala Bay and Moruya. In the Year 3 & 4 section Milton was represented by Dan and Keoni. Their prepared speeches were well prepared and entertaining. Their impromptu topic was 'relaxing'. Well done to these two boys for a fantastic effort. Lucas and Adrian represented Milton in the Year 5 & 6 section and were very confident presenting their prepared speeches. Their impromptu topic was 'brains'. This was a very strong field and Lucas received a Highly Commended. Adrian won this section and moved on to the Regional Final in August where he represented the school admirably but unfortunately didn't progress to the South Coast Final.

ISER Performing Ensemble

The Illawarra and South-East touring ensemble performed a wonderful show in the COLA at Milton Public School in Term 4. The 50 strong DET High School students consisted of a stage band, dancers and vocalists – including former Milton students Leon Holstegge (band) and Xanthe Pheeny (dancer). They performed well known songs including Uptown Funk, Bare Necessities, Supremes Medley, Shake Your Tail Feather, Blame it on the Boogie, Can't Take My Eyes Off You, Superstitious, How Far I Will Go from Moana, Emotions and A Little Less Conversation.

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. The performers were extremely professional from the song choices to the choreography, band music and colourful costumes.

Lions Club Junior Public Speaking

The Lions Club of Ulladulla Milton organised a Junior

Public Speaking Contest Final which was held at the Dunn Lewis Centre in Term 4. Schools from Milton Public School, Ulladulla Public School and St. Mary's Milton participated in this event, which was a first for the Lions Club in New South Wales. Stage 2 were first up with Keoni and Grace delivering their speeches on 'My Secret Life as a Super Hero'. They showed no nerves and were extremely entertaining. Adrian and Lucas then presented their speeches in Stage 3 titled 'I have a Dream' with fantastic expression, clarity, eye contact and passion. Congratulations to Keoni, who won the Stage 2 competition and Lucas for winning Stage 3.

Other school programs

Creative Arts 2018

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

Beautiful artworks are created regularly and displayed proudly in our classrooms and in the school hall and foyer. Local competitions and events are well supported by Milton Public School. The Milton Show sees students enter a variety of artworks and our K–2 classes create magnificent posters for display in the Show Pavilion. Class 2RB achieved first place in their section and Jai in Year 6 won the Under 11 Art Prize. We had students perform in the poetry section at the Milton Show and Lucas came first at this community event and Emily came second.

Milton Public School also has a long and proud tradition when it comes to supporting the State Operation Art initiative. Each year schools are encouraged to select a maximum of four artworks to be professionally framed and included in an Art Exhibition at the Armory Gallery in Sydney. Our finalists for 2017 were Elke, Jasmine, Leila and Ella. From here, further judging occurs and successful and successful pieces are hung in Children's Hospitals with the aim of providing a positive, cheerful and beautiful atmosphere for children who are recovering from serious illness. We were extremely proud of one of our finalists from 2017, Shari, who won the "Touring 50" prize with her magnificent artwork, "The Emerald Butterfly". As a result of this Shari travelled to Sydney with her family in 2018 to attend the opening of the "Touring 50" at The Art Gallery of NSW. The exhibition was opened by Matt Cosgrove who made a point of ringing our school to say how impressed he was with Shari's artwork.

Many senior students entered the Lions International Peace Poster Contest and Emma won the local division and the Lions Club presented the school with a cheque for \$1000 to show appreciation for our efforts."

Performance is also highly valued and nurtured at

Milton Public School. A comprehensive Music Program is embedded into our weekly timetable and again, many extra opportunities are provided. We are lucky to have such a dedicated staff and such supportive parents. We have a 1–2 Choir and a 3–6 Choir who perform regularly in and out of school. We have four Dance Troupes who do likewise, as well as a Rock Band, "The Exploding Jalapenos" (Grace, Noah, Jaya, Harrison and Tom) and a talented singing group, the "Amigos". (Will, Hayley, Freya, Emily and Shari). Choirs sang at special events such as Grandparents Day and Presentation Day and they also performed at the local Community Christmas Carols. "The Exploding Jalapenos" are always popular when they perform at school and they honoured a long-held Community of Schools initiative and performed at Budawang Special School's Graduation Dinner.

The prestigious Shoalhaven Eisteddfod is an event Milton Public school has a long and proud association with. Congratulations to Miss Howes and Mrs Wiils and the four Dance Troupes who performed at the Eisteddfod. The results were sensational. The Primary Boys Dance Troupe and the Primary Girls Dance troupe both received a Highly Commended, the K–2 Dance troupe were awarded Third Place in their section and the Special Education Dance Troupe achieved First Place. Their performance was so entertaining and polished and as a result they were invited to perform at "Stars of the Eisteddfod." Congratulations to the almost 200 students who travelled to the Entertainment Centre in Nowra to perform in the Choral Section of the Shoalhaven Eisteddfod. Participation in such an event has obvious rewards. Then to achieve at a very high level, is something, as a school community, we are extremely proud of. The 1–2 Choir, led by Ms Elenius were awarded Third Place. The 3–6 Choir, lead by Mr Rutherford and accompanied by Mrs Fair continued their very successful tradition and won their section. More fantastic results at the Eisteddfod continued. Grace and Emily performed in the Vocal Solo Sections. Emily achieved a Highly Commended and Grace was awarded a Highly Commended and a First Place. Lucas competed in the Pianoforte Sections achieving a Second Place and two First Places.

Eight classes took to the stage at the Shoalhaven Eisteddfod and recited a poem. Congratulations to KC, 5R and 5T who all received a Highly Commended. Well done 6C who were awarded Third Place and fantastic results were achieved by 6R and 4/5M/3–6TS who both achieved First Place in their section. Many Milton Public School students chose to enter Individual Verse Speaking and Poem for Two. Again, the results were excellent. Abi and Amy and Charlie and Cate received Highly Commended, and Paige and Emily won Poem for Two. In Individual Verse Speaking, Georgia and Ivy achieved a Highly Commended, Grace came Second in her section and Emily achieved a First Place. Lucas did exceptionally well with a First Place, Second Place and Highly Commended.

Such wonderful opportunities only occur due to the fantastic support from our staff and families. For almost half the school to participate in this extra-curricular event has obvious and numerous positive effects, and with the entire school community being supportive, our

students truly shine on stage.

Our 200 Choir students were treated to a special workshop in our hall hosted by Eric Dozier from Nashville, Tennessee. Eric is a cultural activist, singer/songwriter and educator who uses the power of music to promote healing.

The Illawarra South East Region Ensemble is a touring group comprising singers, dancers, and a stage band. Each year 45 students are selected by audition from NSW State High Schools. They performed for our students and it was great to see former MPS student Leon as a member of the band.

Our younger students danced at the annual "K-2 Frolic". They also performed on our stage at the Christmas Concert. Our 3-4 students learnt a variety of bush dances and celebrated their efforts with enthusiasm at the annual Junior Primary Social. Senior Primary learnt a variety of traditional dances and performed these at the annual Farewell to Year 6 evening. Many students also performed at the Year 6 Mini Fete Talent Quest.

"Music: Count Us In" celebrated its 12th birthday this year. Milton Public School is one of the few who have participated in this Australian Music Council initiative since its inception and this year at the culmination of our school concert we all sang at the appointed time "One Song".

Our final event for the year was quite moving and at times truly explosive. It was a surprise concert held on the last day to pay tribute to retiring teacher Mr Rutherford. In his 27 years at MPS Mr Rutherford is personally responsible for many of our Creative Arts traditions. Christmas concerts, Choirs, Amigos, Music: Count Us In participation and Eisteddfod participation. The local press joined us as a group of Year 6 students sang an original song thanking Mr Rutherford. Past "Amigos" from our local high school sang "To Sir With Love". Ex-band members accompanied them. The concert then concluded with the 2018 "Exploding Jalapenos" and previous band members bringing the roof down with a number of songs, including two ACDC numbers, one which featured a community member playing bagpipes.