

Miller Public School

Annual Report



2018



4338

Introduction

The Annual Report for 2018 is provided to the community of Miller Public School as an account of the school's operations and achievements throughout the year.

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

Carly Harding –Instructional Leader / Deputy Principal 2018

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School background

School vision statement

Learning & creating our future together!

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

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

School context

Miller Public School, in the Liverpool area has a student cohort of 219 students reflecting the local cultural diversity, with 56% from language backgrounds other than English; mainly from Arabic (including refugee), Vietnamese & Samoan backgrounds. Currently there are 35 Aboriginal students K–6. School staff comprise both early career and highly experienced teachers, committed to providing a caring & engaging learning environment with quality teaching practice and programs. There are 13 roll classes, including a 6 class Support Unit: two classes for Mild Intellectual disability, two Autism classes and two multi-categorical classes/Autism. We provide a transition-to-school for Kindergarten 2019 – Miller Minis, two days/week.

As an Early Action 4 Success (EA4S) school since 2013 we continue to work in partnership with EA4S Schools and Communities of Practice. We place a strong emphasis on literacy and numeracy intervention programs to support learning and implement a Positive Behaviour for Learning (PBL) methodology. Our school climate fosters and nurtures lifelong learning within a safe and supportive school environment where students' skills and talents are valued and encouraged. As a member of the 2168 Community of Schools & Liverpool School Education Group, students also access opportunities in performing arts, interschool sport, student leadership, spelling competitions, and other combined events. Teachers share in professional learning within and across schools including; Get Reading Right (Literacy), A Teaching Place A Learning Place (Numeracy) and formative assessment strategies.

Our school has links with Miller Technology High School, giving students a range of opportunities to develop the middle years of schooling. Opportunities include ACE program, sport coaching clinics, NAIDOC and Harmony Day events. Staff from both schools have also joined in professional learning to further support students successfully transitioning.

Staff and parents enjoy a positive relationship with an active and supportive P&C. School staff, parents and the community collaborate to support students with programs such as a daily Breakfast Club and other fundraising events.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: Miller Public School teachers and students are committed to fostering relationships that promote wellbeing and student learning. We have a planned, strategic and explicit approach to wellbeing and provide high quality learning environments that promote the development of the whole child. Utilising the expertise within our school and drawing on our positive partnerships externally, ensures success for all children. The staff see themselves as lifelong learners and there is school-wide commitment to the research and implementation of evidence-based, innovative pedagogies. Our particular focus on the

implementation of quality teaching and formative assessment practices has empowered students to become partners in the learning process which has impacted on their individual achievement levels.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching: Collective teacher efficacy at the school has been developed and sustained through targeted professional learning and the implementation of evidence-based best practice. Professional learning is the priority at our school, it is the vehicle that has driven the change towards positive student academic achievement. Our school plan has focussed on quality teaching practices in an attempt to not just improve student outcomes, but ensure we are effectively fostering the development of learners that are active and informed citizens.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading, Miller Public School has evidence of authentic distributed leadership, which promotes a culture of high expectations and shared responsibility for the engagement of students, the quality of teaching and the impact on learning. The strategic use of all available resources enables teaching and learning to be the priorities. Staff are committed to understanding, working towards and improving the school through the implementation of various actions to address the strategic directions in the school plan. Plans and processes for community engagement are implemented to gather feedback to strengthen services and practices within the school.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

High Levels of student engagement & performance

Purpose

Students achieve success through our relentless commitment to high expectations for every student. Differentiated teaching will empower learners to be creative, innovative, collaborative & critical thinkers who find joy in learning.

Overall summary of progress

Throughout 2018 teachers facilitated opportunities for students to explore their talents, interests and develop transferable skills through Kids Curriculum and other extra curriculum experiences. Our students took on a variety of leadership opportunities giving their voice and agency in many aspects of the school and local community. Staff consistently implemented student wellbeing methodology and practices which has resulted in a reduction of negative behaviour incidents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students who set learning goals & demonstrate self-assessment strategies.	Professional Learning \$1000	100% of students in years 3–6 set learning goals with teachers. Students are developing the ability to demonstrate self-assessment strategies.
Increase the number of students who engage in a wide variety of leadership & enrichment opportunities across the school.	\$4000	Students participated in a range of leadership opportunities including Children's Parliament, School Ambassador Program, Ylead combined schools leadership day. Enrichment opportunities consisted of Archibull prize team, Minecraft project with Liverpool Council, Shining Stars (support unit opportunities).
Increase percentage of students achieving national benchmark in Writing.	Spirals of Inquiry \$30,000	Executive streamlining assessment practices to align with NAPLAN marking scale to ensure consistency across the whole school. Spirals of inquiry embedded into staff professional learning with a three weekly cycle.
Increase in student engagement in the classroom.	Get Reading Right– Explicit teaching of Synthetic Phonics/Spelling and Structured whole school morning routines. Professional learning– \$68,000	During the morning session there was a significant decrease in students requiring additional support to manage behaviour. 12% decrease in suspensions in years K–2 during Semester 1.

Next Steps

In 2019 we will strengthen our practices in

- teachers continuing to implement visible learning and formative assessment practices that enable students to monitor steps of progress in learning
- ensuring that all teaching staff receive support and professional learning to implement quality programs that promote student engagement
- extend opportunities for student enrichment projects, programs and initiatives that support diverse learning opportunities, foster creativity, collaboration and critical thinking skills.

Strategic Direction 2

Excellence in Teaching & Learning

Purpose

Create a high quality learning culture for all staff; characterised by a growth mindset & collective efficacy. Learning is evidence-based, differentiated & responsive to our school's strategic vision.

Overall summary of progress

In 2018, all staff were provided with targeted professional learning to enhance evidence based practices in literacy and numeracy. This professional learning continued on a day to day basis through in class coaching and mentoring, lesson demonstrations and formal and informal observations. We introduced the Get Reading Right pedagogies to change the teaching of Synthetic Phonics and Spelling as well as ensure a streamlined approach was embedded across the school for a successful Morning Routine. Staff demonstrated a growth mindset and curious inquiry to build their content knowledge to effectively change their classroom practice. This has resulted in students in class actively engaged in their learning and beginning to become self-motivated learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs are differentiated to the meet the needs of all students.	\$35,000	Teachers provided with quality professional learning, in class support and coaching and mentoring. Introduction of Spirals of Inquiry to further foster collaboration. All students requiring an IEP or PLP have regular updated reviews. Programs reflect differentiation for all students to allow them to access the curriculum at their level.
Increasing teacher understanding of evidence-based learning to drive teaching and learning programs.	\$75,000	Get Reading Right introduced with fortnightly demonstrations, lesson observations and structured planning and feedback sessions. Introduction of A Teaching Place A Learning Place with fortnightly coaching in the classroom. After school Professional learning scheduled on a fortnightly basis. Surveys showed teacher valued the ongoing professional learning which was evident in the changes to classroom practices.
PDPs are linked to the Australian Teaching Standards.	Scheduled PDP meetings \$1000	All teachers set goals relevant to their professional learning journey with direct links to the Australian Teaching Standards, supporting accreditation.

Next Steps

In 2019 we will strengthen our practices in:

- Whole staff professional learning in explicit literacy and numeracy pedagogies that support EAfS initiatives and school-wide literacy and numeracy targets.
- In class coaching and mentoring provided by executive and Get Reading Right consultant.

Strategic Direction 3

Authentic Partnerships & Learning Alliances

Purpose

Build & strengthen learning alliances that support dynamic opportunities which contribute to a positive & inclusive school culture.

Overall summary of progress

Throughout 2018, we continued to strengthen and expand Communities of Practice across schools and partner organisation to increase opportunities for students. This saw positive partnerships with the RSPCA, Kids Xpress and Burnside Uniting being introduced and supported by our staff. We refined and further developed the transition to school program to reflect the Early Years Learning Framework which has a positive impact to successful beginnings into Kindergarten in 2019. We strived to ensure that all key partners with the school were actively supporting the school's vision and strategic directions through providing opportunities to be apart of daily practices within the classroom as well as providing feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in staff involvement in a diverse range of learning alliances.	\$8000	Kids Xpress referrals were written by teachers. over 50 students accessed the program. OT supported teachers across the entire school and identified interventions that could be used within the classroom. Smith Family supported by volunteering teachers to run homework club every term.
Streamline organisation and communication systems between school, P&C and the wider community.	\$1000	Introduction to Skool Bag app. Parents invited for open classrooms and to view quality lessons that reflect school wide professional learning in literacy in numeracy.
Increase in Best Start student achievement in phonemic awareness.	Teacher and SLSO employed to run the Transition to School program \$80,000 Get Reading Right plus quality resources for the classroom \$80,000	Increase of 35% of students orally blending and segmenting words with two and three syllables. Phonemic Awareness lessons are systematically taught from term 3 to all students in the transition to school program.

Next Steps

In 2019, we will strengthen our practices in:

- an effective transition to school program that reflects a Kindergarten classroom with development of routine and expectations for their first year at school.
- opportunities for parents to participate in a broad range of school learning activities that develop their understanding of current teaching and learning practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$31,285	<p>Aboriginal Scholarship awarded at Presentation Day assembly.</p> <p>Aboriginal students received subsidies to increase attendance at excursions.</p> <p>Aboriginal artist worked fortnightly with all students to promote engagement, cultural understanding and positive behaviour in the classroom and produce a number of key artworks across the school.</p> <p>All Aboriginal students have a Personalised Learning Pathway developed in consultation with students and parents/carers.</p> <p>All Aboriginal students participated in the Combined Schools NAIDOC Event hosted by MPS.</p>
English language proficiency	\$52,861	<p>Arabic speaking SLSO provided in-class support for students and translation to parents.</p> <p>EAL/D teacher provided in class literacy and numeracy support for identified students.</p>
Low level adjustment for disability	\$175,296	<p>SLSO support provided to students identified through Learning Support as at-risk in their learning and wellbeing.</p> <p>Multilit program continued in Years 3–6 students in mainstream setting.</p>
Quality Teaching, Successful Students (QTSS)	\$48,413	<p>Introduction of Spirals of Inquiry across the whole school with half day release provided for every teacher on a 3 weekly cycle.</p> <p>Executive coaching and mentoring in all classrooms to enhance current teaching pedagogy and support accreditation.</p>
Socio-economic background	\$403,911	<p>Subsidies for all school excursions and extra curriculum activities to enable increased participation and promote student engagement.</p> <p>Daily no-cost breakfast to provide a healthy start to the learning day. Food hampers sent home to 50+ families on a fortnightly basis.</p> <p>Employment of Literacy consultant to enhance whole school consistent teaching pedagogy on a fortnightly basis. Staff released for planning and further professional learning to support their growth as a teacher.</p> <p>Two days a week transition to school program to enable early identification and intervention.</p> <p>Whole school OT program for identified students as well as all students commencing kindergarten 2019 screened.</p> <p>Additional SASS time to further develop communication processes between school,</p>

Socio-economic background	\$403,911	home and community. All executive teachers released to deliver professional learning to all staff through in class shoulder to shoulder teaching, support and demonstration lessons.
Support for beginning teachers	\$4,164	Ongoing professional learning opportunities for teachers aligned to PDP goals. Release to complete accreditation at proficiency documentation.
Targeted student support for refugees and new arrivals	\$5,656	Arabic SLSO working with students to support learning.



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	104	118	114	121
Girls	78	87	97	99

Student attendance profile

School				
Year	2015	2016	2017	2018
K	87.3	91.2	89.7	91
1	88.5	85.9	87.4	89.3
2	90.4	87.3	89.1	91.4
3	90.3	91.4	87.1	93
4	92.1	89.5	90.2	91.5
5	95.1	91.3	94.4	88.7
6	94.5	94.2	90.5	92.9
All Years	91.1	90.2	89.6	91
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

The school executive team regularly monitors the attendance of all students. If a student begins to show irregular attendance, the following strategies are used:

- Contact parents/ caregivers– Recorded in Sentral
- Referral to Learning Support Team
- Implementation of interventions at a classroom level to support positive attendance
- Referral to Home School Liaison Officer

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.01
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	8.48
Other Positions	2

*Full Time Equivalent

Miller Public School has one staff member that identifies 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	80
Postgraduate degree	20

Professional learning and teacher accreditation

Miller Public School has developed a professional learning community with reflective practitioners engaged in ongoing development and learning, supported by current evidence and research based practices and the informed use of data. The school is committed to providing quality learning and development opportunities for staff for the benefit of student learning. In order to ensure that our students are provided the very best education and quality teaching, continual professional learning of staff is seen as pivotal in order to being about relevant and purposeful change.

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	188,299
Revenue	3,925,522
Appropriation	3,838,215
Sale of Goods and Services	14,111
Grants and Contributions	70,611
Gain and Loss	0
Other Revenue	0
Investment Income	2,585
Expenses	-3,656,530
Recurrent Expenses	-3,656,530
Employee Related	-3,314,185
Operating Expenses	-342,345
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	268,992
Balance Carried Forward	457,292

All financial management is conducted in accordance with departmental policies, requirements and guidelines. There are systems in place to monitor income and expenditure of funds. In addition, the employment of a business coach one day per fortnight has ensured financial planning is monitored and reviewed regularly, including the forecasting of projected spending.

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	1,540,895
Base Per Capita	48,451
Base Location	0
Other Base	1,492,445
Equity Total	663,353
Equity Aboriginal	31,285
Equity Socio economic	403,911
Equity Language	52,861
Equity Disability	175,296
Targeted Total	1,080,886
Other Total	436,524
Grand Total	3,721,658

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

82% of students at or above National Minimum Standard in Writing in 2018

26% reduction in students performing in Band 1 and Band 2 in Spelling in comparison to last year's cohort.

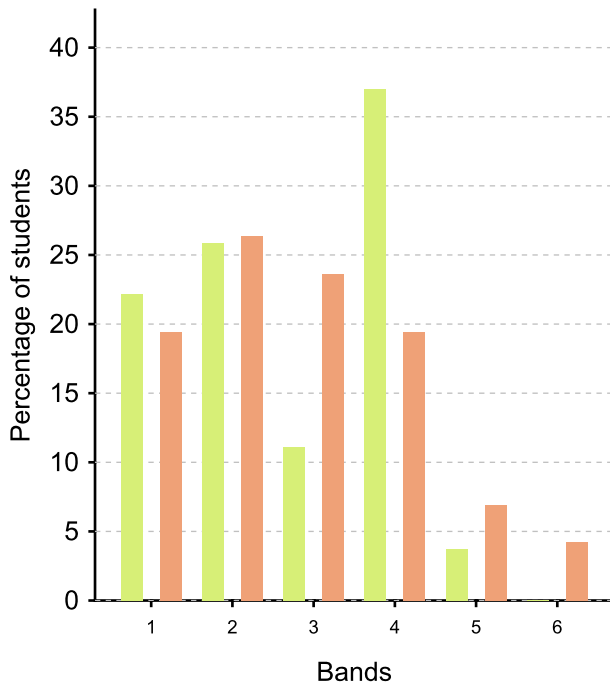
Year 5

30% reduction in students performing within Band 3 in Writing in comparison to the school's 2017 cohort.

19% reduction in students performing in Band 3 and Band 4 in Grammar and Punctuation in 2018 in comparison to the school's 2017 cohort.

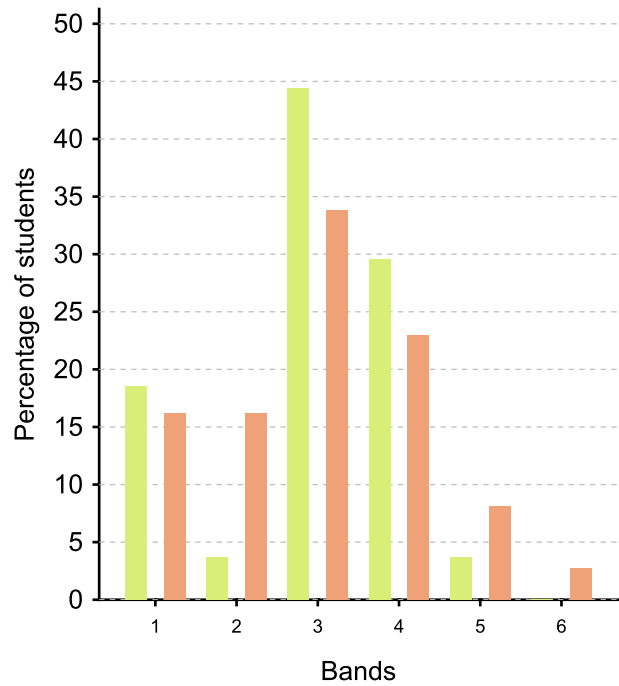
16% reduction in students performing in Band 3 in Spelling in 2018

Percentage in bands:
Year 3 Grammar & Punctuation



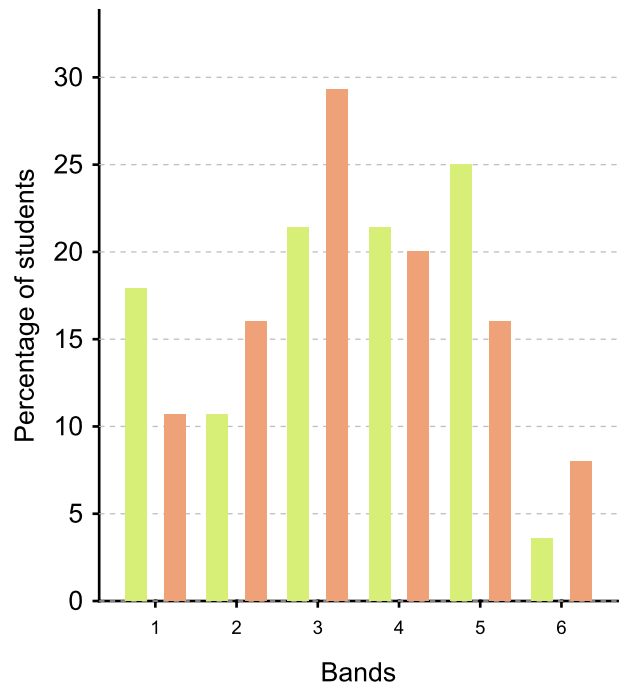
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading



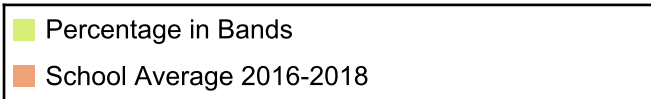
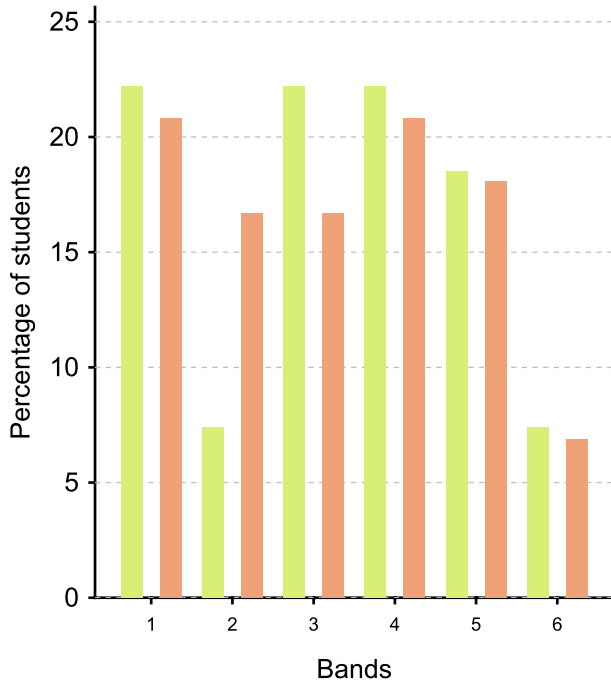
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing

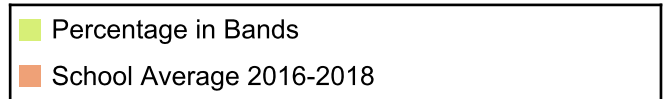
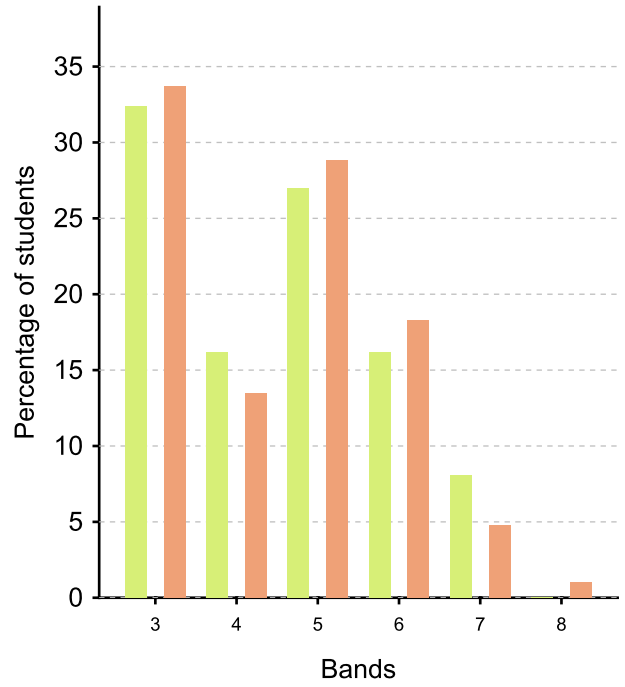


Percentage in Bands
School Average 2016-2018

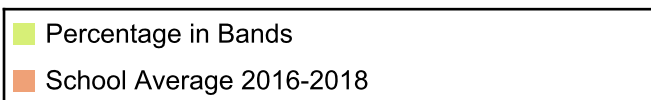
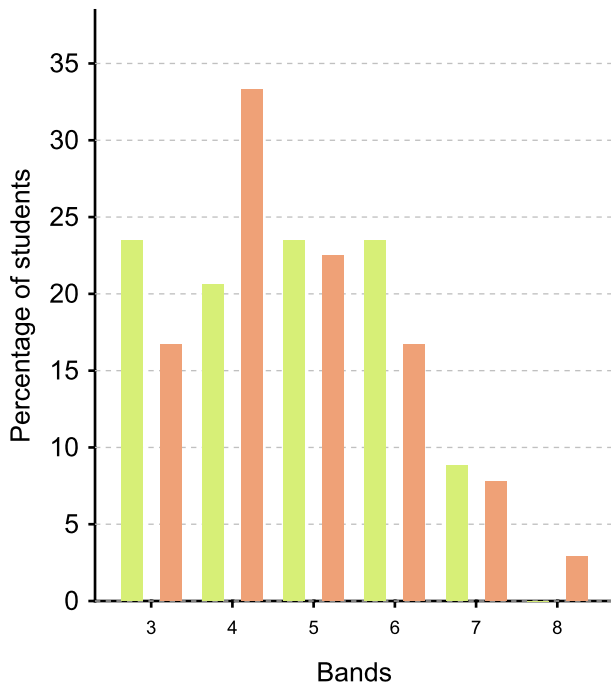
Percentage in bands:
Year 3 Spelling



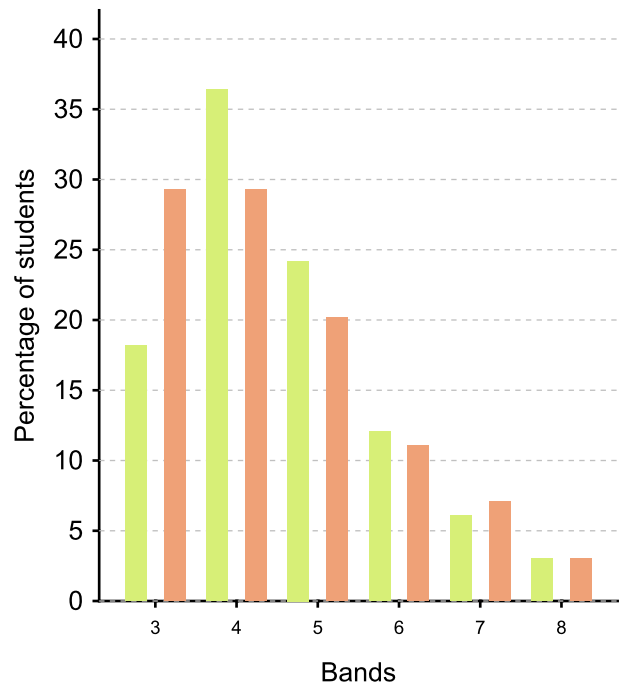
Percentage in bands:
Year 5 Writing



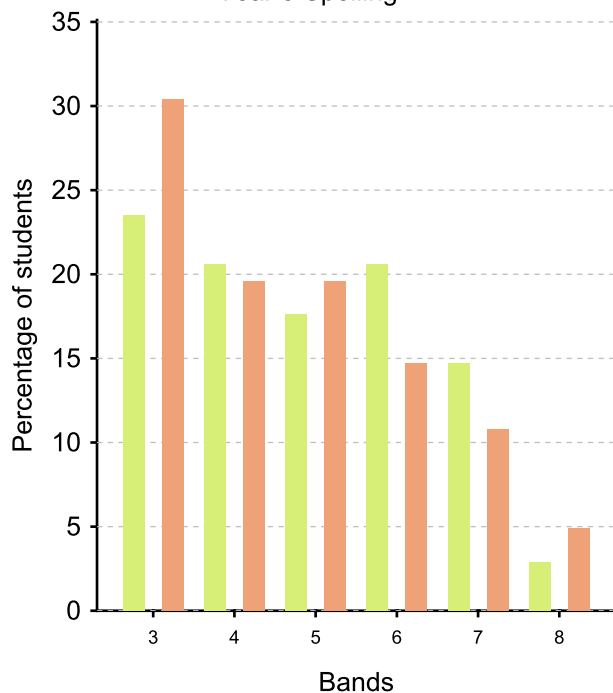
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Reading

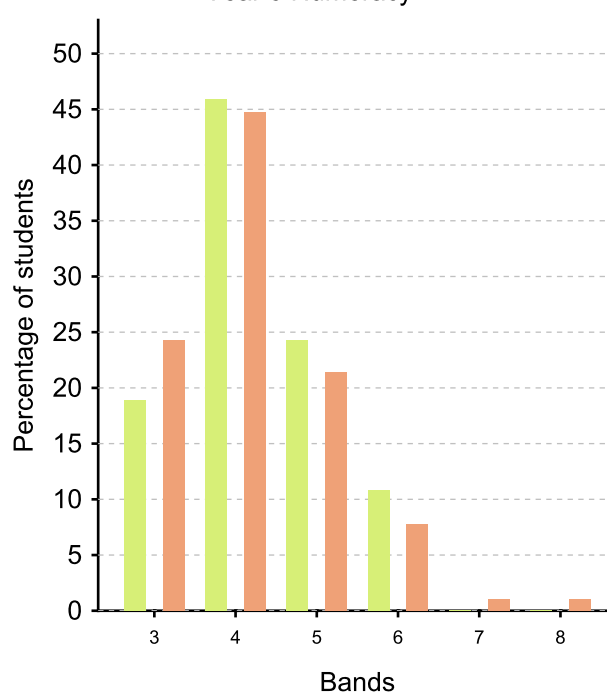


Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Year 5

13% reduction in Band 3 performance in Numeracy in comparison to the school's 2017 cohort.

81% of students at or above minimum standards in Numeracy.

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.

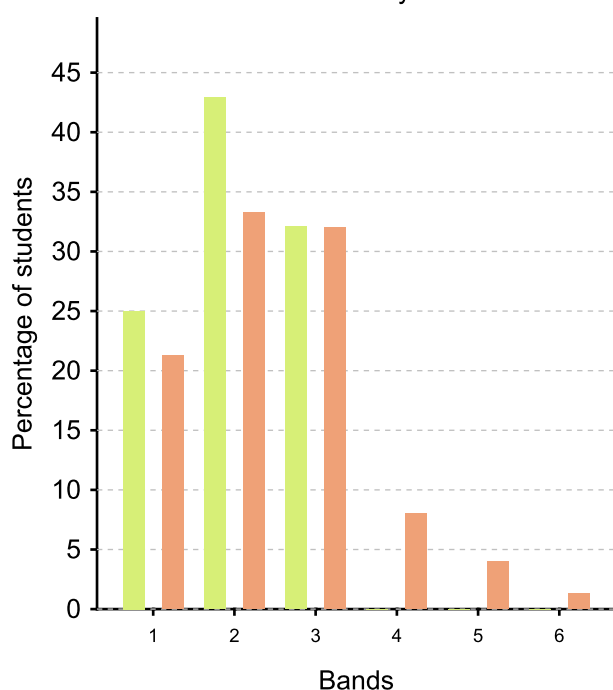
Reporting on the *Premier's Priorities: Improving education results and State Priorities: Better services—Improving Aboriginal education outcomes for students* in the top two NAPLAN bands would breach the confidentiality of individual students due to the percentage of indigenous students enrolled.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018, Miller Public School regularly sought parent feedback through P&C meetings and informal meetings and open days. Students, parents and staff all participated in the Tell Them From Me surveys. These results showed students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. They also feel they have someone at school who consistently provides encouragement and can be turned to for advice. School staff emphasise academic skills and hold high expectations for all students to succeed.

Parent responses showed that parents feel they can easily speak with their child's teachers, with written information from the school that is in clear, plain language. Parents feel the school's administrative staff are helpful when they have a question or problem. They value the fact that teachers would inform if their child was not making adequate progress in school subjects

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

and in regards to student's behaviour. Parents feel their child is encouraged to do his or her best work, work hard, the staff have high expectations and they try to understand special needs.

Staff reported leaders take time to observe their practice and help them improve, they talk with other teachers about strategies that increase student engagement and they set clear learning goals with high expectations of their students.

In 2019, the school will again utilise the Tell Them From Me survey to gather new information on the school's strengths and to identify areas for improvement.

Policy requirements

Aboriginal education

At Miller PS we have endeavoured to establish and maintain effective, respectful and collaborative relationships with Aboriginal parents/carers and community members through including them in educational decision-making. We are focused on raising outcomes for Aboriginal students through continuous data collection, additional support for Aboriginal students, cultural activities and the engagement of community. This is achieved by:

- Using Personalised Learning Pathways (PLPs) and regular tracking of student achievement for every Aboriginal Student. All 35 students had a PLP developed in consultation with parents and were reviewed on a termly basis.
- NAIDOC week activities are inclusive of the whole school and provide all students to be immersed in a wide range of Aboriginal cultural and historical experiences.
- Aboriginal and non-Aboriginal staff members made a dedicated commitment to attend and actively contribute to the Liverpool AECG each term.
- Employment of Aboriginal Artist Daren Dunn to work with all Aboriginal and Non-Aboriginal students to build culture awareness, engagement and positive behaviour through art.
- MPS hosting the third Combined Schools NAIDOC Celebration Day sponsored by the LLAECG with over 800 students and 15 local primary and high schools.
- MPS staff continuing to nominate students for the Nanga Mai awards in recognition of achievement and commitment to their learning and engagement at school.

Multicultural and anti-racism education

Miller PS values the cultural diversity of our community and endeavours to promote tolerance, inclusion, acceptance and understanding. The students from a Language Background Other Than English (LBOTE) account for 51% of the student population with the largest groups being Samoan, Arabic, Spanish, Chinese and Vietnamese. The school ensures inclusive teaching practices that recognise the backgrounds and

cultures of all students and promotes an open and tolerant attitude towards different cultures, religions and world views.

EAL/D students receive support from the Learning Support Team and school funded EAL/D teacher (one day per week), either as part of in-class group support structure, or for newly arrived students, as individual or small group withdrawal support. The school provides individual education programs (IEPs) to support the learning needs of targeted students from all cultural and linguistic backgrounds. One member of staff was trained as Anti-Racism Contact Officer to monitor and address any reports of racism.

The school promotes acceptance of Australia's cultural, linguistic and religious diversity through communication with parents and community members from all cultural backgrounds by encouraging their participation in the everyday life of the school and in special celebrations such as Harmony Day, NAIDOC Week, Education Week, Sports Events and Grandparents Day.

We continued to strengthen our approach to PBL (Positive Behaviour for Learning) through the installation of new signage and further development of staff and student understanding through the explicit implementation of PBL lessons and strategies and common language across the school.

Other school programs

Transition to School

Our two days per week transition to school program continued to strengthen using the Early Years Learning Framework with 25 students attending by the end of Term 4. The program supports our 2019 Kindergarten students to have a successful transition into formal schooling. The opportunity to learn basic school readiness skills and routines allows the future students to understand what is required of them before starting school the following year. Whilst attending the transition to school program, the children are also included in major whole school events such as our Easter Hat and Book Week Parades. This promotes the sense of belonging and inclusion in the life of our school.

Student Leadership

Leadership opportunities saw students participating in the YLead Leadership Conference hosted at MPS with 4 local schools, providing students with a clear vision and understanding of their role as a member of the school leadership team. Students used these skills they had developed in the Children's Parliament program run by Liverpool City Council where they were given agency and voice in making change in the local area. Once again we were part of the School Ambassador program where our Ambassador worked on a change project with 3 neighbouring schools.

Community partnerships

Our school continued to provide a daily no-cost breakfast program to our student community to promote

a healthy start to the school day. The school maintained a strong partnership with Foodbank NSW and OzHarvest to continue to provide snacks for students throughout the day and food hampers for families in need.

We continued to be a part of the School Chaplaincy program and applied for the Wellbeing grants to increase the number of days support was provided to students. The 2 youth workers provided additional in class and playground support 4 days a week. This fostered positive engagement in learning and resilience strategies.

Our partnership with Kids Xpress continued to grow with more students accessing expressive therapy through music, art and drama. The Smith Family continued to support a weekly Homework Club through the provision of afternoon tea with school staff volunteering time to provide supervision. The school values the ongoing support of these organisations to enhance the wellbeing of our students.

Kids Curriculum

In 2018 Kids Curriculum evolved with a refinement to content and structure. Students participated in two electives per term, one Creative and Performing Arts (CAPA) and Community Service. The Community Service electives looked at giving back to the school or the local community. There were a large variety of electives for students to choose from including being part of the 3–6 Dance Group which performed at the Western Sydney Liverpool Performance Arts Festival. In this line of electives, students also could be a part of the Liverpool City Council Minecraft Airport Competition and Archibull Prize, which again was a finalist in the 2018 competition. Other electives included the Enviro-warriors, Veggie Bunch and Kids in the Kitchen and the partnership with the RSPCA, who committed to providing a program that empowered students to look after their pets properly.

The CAPA electives enabled primary students to be exposed and participate in a wide variety of creative and performing arts. Each term had a different CAPA focus that allowed students to meet the requirements of the CAPA Syllabus and covered various areas of music, art and drama. Through the CAPA electives Miller PS held their first Art Gallery and a Drama performance day.

Performing Arts

Many of the students continued to participate in a wide range of performing arts opportunities from both mainstream and support classes. These included: dance and choir groups at the Western Liverpool Performing Arts Festival and dance, drama and choir groups in Shining Stars Ensembles.