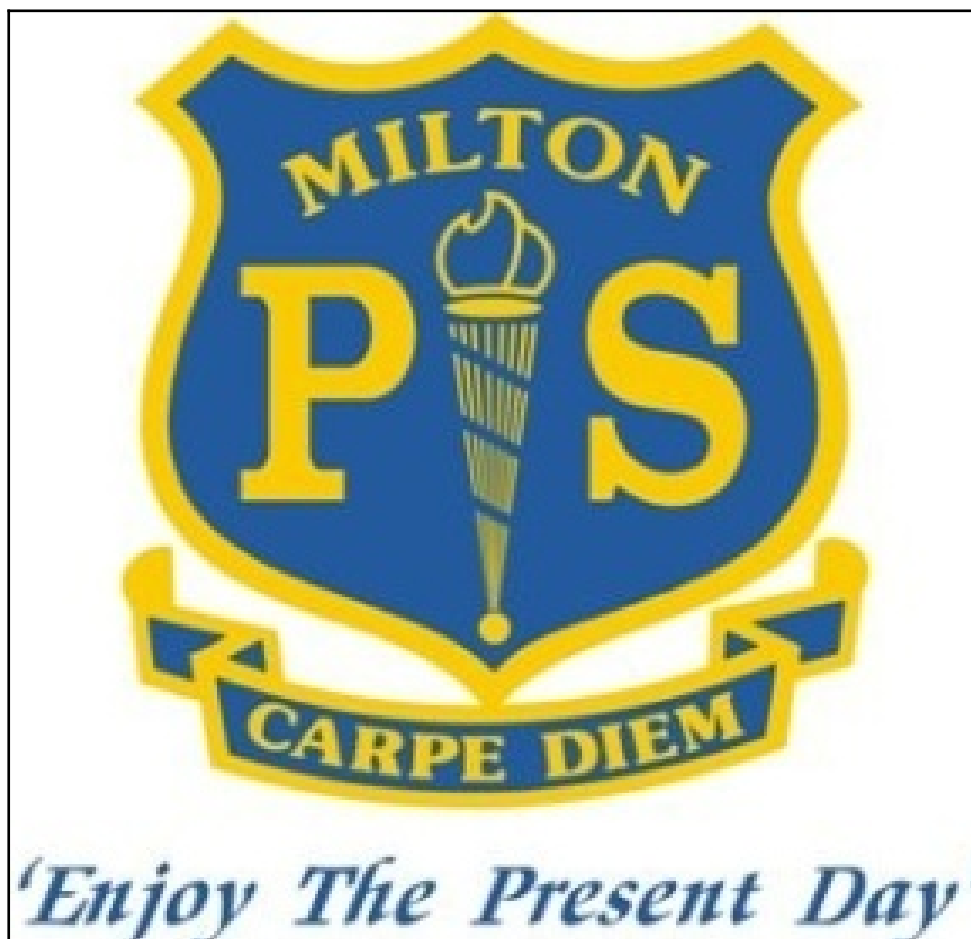


Milton Public School
2019 Annual Report



Introduction

The Annual Report for 2019 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.

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Message from the principal

As a learning community, our school has excelled through 2019. Our students have participated in and benefited from quality learning opportunities across and beyond the curriculum.

I would like to sincerely thank the school executive team of Deputy Principals Jason Barby and Melissa Blondinau, Assistant Principals, Scott King, Robyn Coleman, Joel Irwin, Emily Lawlor, Michelle Cooney, Sharon Gown and Instructional Leader Jodie Watkins. These fantastic leaders do an incredible job in the smooth running and leadership across 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.

Our school thrives as a result of the tight and respectful partnership between school and our community. We are very fortunate in that we have a very active parent community with a focus first and foremost on supporting the school and students. Our monthly Milton PS P&C Association meetings are well-attended and very ably led by Anita Barry.

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, our wonderful holiday raffle to the Gold Coast, participated in our second stall at the Milton Show, supported the Milton Band in celebrating their 150th Anniversary 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 has and will always be about the 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 2020 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 based on all of the great work and support, this year the P&C has supported the school in purchasing playground markings, equipment for the canteen, outdoor furniture, learning materials for classrooms and the Library and of course, supporting the fruit program, Year 6 T-Shirts, End of Year Presentation and Year 6 Farewell.

In the 4 years that I have led the P&C Committee, I have been constantly reminded about what community and friendship is all about. It never mattered how challenging or time consuming some requests were, we always gave it our best effort and made sure that we could offer helping hands either behind the scenes, or helping at an actual event. I am truly grateful for the support that every member has shown me and I look forward in supporting the upcoming P&C President to continue to support this wonderful school.

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 136 years of education in 2019 and currently has an enrolment of 679 students to begin the 2019 school year. The student population includes 4% from language backgrounds other than English (LBOTE) and 4% 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

80% staff demonstrate evidence of differentiated teaching and learning practice.

All teaching and learning programs reflect evidence-based teaching methods optimising learning progress for all students, across the full range of abilities

Overall summary of progress

Programs completed for Integrated Units and Reading Resources across K–6 and Core Curriculum Folders created and reviewed at the end of each teaching and learning cycle. Professional Learning completed on the use of Reading Eggs in the classroom. Teachers using the MPS K–6 Grammar and Punctuation Scope and Sequence to ensure continuity of delivery across K–6.

K–2 and Stage 3 Mathematics Scope and Sequences and Programs completed inclusive of content and descriptors. The Mathematics team delivered professional learning to staff covering differentiation, problems solving strategies, using concrete materials, number strategies, maths talks, using technology to enhance and engage student learning, maths games and number talks.

Local Aboriginal perspectives, histories, traditions and cultures continues to be embedded in all Key Learning Areas across K–6 and was successfully added in the Year 3 Dreaming Unit. Year 4 students participate in a cultural walk with Aboriginal Elders learning local traditions in connection with the Colonisation unit. Aboriginal stories are studied across K–6 in english units. All grades create Aboriginal artworks aligned to History, Geography and Science Integrated Units. We acknowledge the Murrumbidgee People from Yuin Country at all school meetings and events to pay our respects to Aboriginal people past and present. Aboriginal students present this acknowledgement where possible and invite Aboriginal Elders to major events to give a traditional Welcome to Country.

All Aboriginal students (and friends) participate in the Mirida Program with our Aboriginal Education Officer Chae Moloney and Aboriginal Committee members inclusive of lunchtime programs, cultural activities and literacy and numeracy programs. The Years 3–6 students completed murals for the bus shelter and the K–2 kids a major artwork about local culture, landscape and perspectives. Aboriginal students attended public speaking workshops and inter-school public speaking competitions. Students created films, dances and artwork for NAIDOC week with all MPS students participating in grade activities during NAIDOC week.

Student data collected by classroom teachers forms part of the handover of Aboriginal students to next grade teachers and PLP's (Personalised Learning Plans) are created inclusive of academic, personal and cultural goals. Aboriginal students are elected as representatives of the Year 6 leadership group by their peers. A procedure was created for aspiring leaders to participate in the election process.

The School attendance team created procedures and flowcharts to ensure compliance of attendance procedures and delivered professional learning to optimise understanding. The Home School Liaison Officer presented at Kindergarten Orientation days to ensure attendance matters.

Progress towards achieving improvement measures

Process 1: CURRICULUM –

Literacy and Numeracy

Develop teaching and learning programs which are dynamic, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>All Kindergarten Integrated Units have been completed inclusive of an end of year writing assessment unit. Reading Eggs evaluated by K–6 and Learning and Support staff and was found to be a valuable addition to reading, spelling and writing programs.</p> <p>All staff use the Grammar Scope and Sequence in writing and reading programs across K–6.</p> <p>K–3 teachers use EAS and Sena data to form maths groups to cater for individual learning needs in Mathematics. All K–6 staff use grade maths assessments to compare students across year groups (grades).</p> <p>Differentiated Maths groups are supported through SLSO and LaST programs.</p>	<p>Shared and Guided Reading Programs resourced with book purchases and the creation of programs.</p> <p>Reading Eggs purchased for use in classrooms.</p> <p>Maths Resources purchased to support the use of concrete materials in the learning process of mathematics based on assessment procedures.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional Learning (\$30000.00) • Teaching Resources (\$40000.00)

Process 2: Assessment

Strengthening the use of systematic and reliable assessment information.

Evaluation	Funds Expended (Resources)
<p>All term four assessments completed and evaluated through stage meetings and the LST team. Programs evaluated at the end of each term.</p>	<p>The MELLT program supported teacher time to create term assessments. Work samples were evaluated and then grading conducted in stage meetings to ensure accurate assessment of student learning and reporting of student performance.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional Learning (\$15000.00) • Teaching (\$1000.00)

Process 3: Wellbeing

Develop a strategic approach towards the wellbeing of all staff and students where they are safe, supported, respected and included.

Evaluation	Funds Expended (Resources)
<p>Non-attendance data collected and reviewed. MPS data shows at or above state average.</p>	<p>Attendance folders and flow charts created. Teachers participated in Professional Learning with Attendance Committee to ensure correct recording of attendance data and ensure procedures are followed.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional Learning (\$15000.00) • Teaching Resources (\$8000.00)

Process 4: Curriculum –

Aboriginal Education

Embed Aboriginal perspectives, histories, traditions and cultures across the curriculum.

Evaluation	Funds Expended

Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Aboriginal Education is continuously evaluated and improved through committee meetings, Mirida Programs, English Units, Fitness Programs, Cultural Events and Integrated Units.</p> <p>Student data collected by classroom teachers forms part of the handover of Aboriginal students to next grade teachers and PLP's (Personalised Learning Plans) are created inclusive of academic, personal and cultural goals. PLP's and Individual Education plans (IEP's) are reviewed by teachers and the AEO and students catered for through Mirida and Learning and Support Programs.</p> <p>Aboriginal students are elected as representatives of the Year 6 leadership group by their peers. A procedure was created for aspiring leaders to participate in the election process.</p>	<p>An Aboriginal AEO appointed to enhance Aboriginal Education delivery across K–6.</p> <p>Cultural Programs and Events funded.</p> <p>Teaching resources purchased to support Unit programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Teaching (\$30000.00)

Next Steps

Implement Sound Waves K–6 spelling program.

Design a comprehensive reading and numeracy program for grades 2, 3, 4 & 5 meeting the premier's priorities and MPS stretch targets based on our NAPLAN data.

Complete PDHPE units of work in line with the Syllabus outcomes. Implement.

Offer a mathematics enrichment program in stage 3.

Continue to provide opportunities for Aboriginal students through the Mirida and leadership programs.

Provide ongoing well-being support to all students, staff and community members through a range of programs including catering for our bush-fire victims.

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.

Improvement Measures

Student attendance is at or above state wide average.

Quality teaching observations identify strengths and improvement measures of practice against the teaching standards through the PDP process.

100% of teachers are actively engaged in the accreditation process in accordance with NESAs.

Overall summary of progress

Teaching staff completed PDP's including classroom observations, reflections and evaluations. Staff completed workshops on how to set personal, stage and professional goals linked to the school plan, the school excellence framework and the teaching standards. This ensure quality teaching. PDP's created and reviewed with supervisors. MELLT program supported training and development of all staff. Pre 2004 teachers were supported in maintaining proficiency through professional learning with the quality teaching adviser.

SLSO's received professional learning in safe lifting practices and using the MyGo stander and hoists. Support staff, executive staff and some teachers received MAPA training (non-violent crisis intervention).

Professional learning using eTams and recording accredited hours. Executive leadership day with the quality teaching adviser regarding accreditation.

Learning progression training with K-2 staff completed.

Progress towards achieving improvement measures

Process 1: PROFESSIONAL STANDARDS – Accreditation

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

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Evaluation	Funds Expended (Resources)
<p>PDP yearly reviews were conducted successfully with supervisors. Stage goals were evaluated at stage meetings and new goals set. Staff workshop to assess PL needs against PDP's and the School Plan.</p> <p>Senior Executive received PL in writing PDP goals and ways to guide AP's, classroom teachers and SLSO's through this process with a clear understanding of focussed professional learning to improve professional skills and growth.</p> <p>MAPA (Management of Actual & Potential Aggression) training for all executive and Support Class teachers.</p>	<p>Time and funding provided for Professional Learning opportunities based on PDP goals. Executives and colleagues support teachers through high quality reviews, observations, reflections, goal setting and growth coaching.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$15000.00)

Process 2: LEARNING AND DEVELOPMENT – Professional Development

–Develop a whole school approach towards evidence-based teaching methods and strategies

Progress towards achieving improvement measures

Process 2:

–Identify and model explicit teaching strategies that are scaffolded and supported with appropriate resources

Evaluation	Funds Expended (Resources)
Professional Learning including Reading Eggs, Sound Waves Phonics and Spelling, Maths Talks and Problem Solving, Maths Games, Tech Talks including Google Classroom, Accreditation/Etams and PDP processes.	<ul style="list-style-type: none">• Professional Learning Guest presenters from within MPS and externally. Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$15000.00)

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.

Improvement Measures

Leadership is diverse and sustains a culture of shared continuous improvement. An increase in number of staff actively pursuing leadership opportunities.

All student leaders are involved in every school identified leadership opportunities.

Aboriginal students are involved in leadership opportunities.

Overall summary of progress

Staff willing to participate in providing Professional Learning (PL) within the school in various areas of interest and skill. This is linked to the school plan teams and MELLT (Learning, Teaching, Leading). Staff encouraged to put leadership aspirations into PDPs. PL in 2019 focused on effective implementation of the school plan, professional improvement, knowledge of the curriculum, assessment, accreditation, teaching strategies and student learning.

The process for selecting student prefects/leaders has been improved and is inclusive of Aboriginal students and students from support classes. Opportunities for leadership include NAIDOC Week, Harmony Day, War on Waste, Reconciliation Week, Year 6 Mini Fete, School Fete, ANZAC Day, School Assemblies, The Shoalhaven Eisteddfod, Multicultural Speaking, School Band, weekly assemblies, K-2 Christmas Concert and as School Councillors in the School SRC.

Aboriginal Students are represented as Year 6 leaders and there is a flowchart for Aboriginal Leadership opportunities. They lead at NAIDOC week celebrations, perform at ICER awards ceremony have created dances and artworks to lead a culture of respect for Aboriginal people.

Progress towards achieving improvement measures

Process 1: School Planning

Effective implementation of the school plan and monitoring of data to ensure continuous school improvement..

Evaluation	Funds Expended (Resources)
<p>Transition processes have been more streamlined and effective for new enrollments into Kindergarten with better information sharing from Preschools through the use of linkage forms.</p> <p>The Year 6 to 7 English Project is a Community of Schools English Project based around Symbolism and Representation through a study of Refugees and students themselves. This completed by UPS and MPS Year 6 students before attending Year 7 at UHS where it is continued.</p>	<ul style="list-style-type: none">• English Resources – books, computers, film editing programs• Linkage Forms• Enrollment process <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$5000.00)

Process 2: School Resources

Alignment of school resources reflects the school plan priorities and contributes to ongoing school improvements.

Evaluation	Funds Expended (Resources)
<p>Term 4 Units completed with novel studies and grade programs (history/geography/science). English texts to support grade programs (Units</p>	<ul style="list-style-type: none">• Unit/English Texts selected and purchased.

Progress towards achieving improvement measures

of Work) written and implemented.

- Mathematics concrete materials purchased for classrooms.

Funding Sources:

- (\$20000.00)

Process 3: Leadership at all Levels

Identification and provision of leadership opportunities and related professional learning and readings that build the knowledge and understanding of all.

Evaluation	Funds Expended (Resources)
Teacher Professional Learning and Leadership opportunities are successfully driven through the PDP process, the school plan, Accreditation requirements, personal interest and departmental requirements. Leadership PL opportunities are encouraged of all staff.	<ul style="list-style-type: none">• Professional Learning events.• Etams/Accreditation resources.• Milestones records on Google Drive, Feedback on presentations.• Personal Development Plans, the school plan, the School Excellence Framework and professional readings. <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$35000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>AEO works 3 days per week to support literacy, numeracy and learning in cultural perspectives. Resources for art, dance and units purchased.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$38 999.00) 	<p>Through consultation with the local AECG, the Milton PS Aboriginal Education Committee and Aboriginal Education Officer we have had a truly inspiring year. The Year 6 Leadership group includes an Aboriginal student elected by their peers. There was an Aboriginal Kindergarten Orientation program and a year 6 to 7 high school transition program for Aboriginal students. Aboriginal students created videos for the ICER awards and for NAIDOC week sharing local stories. Local Aboriginal content and perspectives have been embedded into the Year 3 Dreaming Unit and excursions to local walks and shelters were lead by Lands Council members. Aboriginal students created a picture book that was published and is to be used as a resource in Year 4. Chae taught dance and art classes along with committee members having Mirida Kids and Friends group who created Bus Shelter artworks and a K–2 artwork being displayed in our front office. Aboriginal students created artworks as part of our community of schools event. Our AEO works with Aboriginal students in language, dance and craft. The Mirida group has designed a Yarning Circle to make next year.</p>
<p>Low level adjustment for disability</p>	<p>Learning and Support Teachers</p> <p>School Learning Support Officers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability – LaST (\$117 388.00) • Low level adjustment for disability – Flexible SLSO program (\$61 976.00) 	<p>Learning and Support Teachers (LaSTs) – provided literacy and numeracy support across K–6. Assessed newly enrolled students. School Learning Support Officers (SLSOs) supporting students with literacy and numeracy including guided reading, MiniLit/MultiLit programs, numeracy intervention programs. Supported Senior well-being groups for girls.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Instructional Leader. New resources purchased to support programs. Units of Work and Assessment tasks.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$132 114.00) 	<p>The IL supports high quality teaching and learning across the school through programming and resource creation with teachers. Create units of work in line with new Syllabus requirements. The IL provides Professional Learning in Key Learning Areas across the school including Technology. Created Maths assessment tasks across K–6 and a Mathematics Scope and Sequence for Stage 1. PDHPE scope and sequence created. History, Geography and Science Units completed. Maths Olympiad competition and Problem solving GATS group implemented in Stage 2. Maths enrichment groups in Stage 3.</p>
<p>Socio-economic background</p>	<p>Excursions</p> <p>Clothing</p> <p>Staff</p>	<p>Supported families suffering financial hardship with excursions, fees and payments. Improved the quality of teaching programs for students requiring support and improving student outcomes. Purchased resources for units of work and uniforms.</p>

Socio-economic background	Funding Sources: • Socio-economic background (\$87 703.00)	Supported families suffering financial hardship with excursions, fees and payments. Improved the quality of teaching programs for students requiring support and improving student outcomes. Purchased resources for units of work and uniforms.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$0.00)	No beginning teachers

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	349	343	350	355
Girls	312	338	348	324

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	94	92.6	94.4
1	92.3	91.7	93.3	93.6
2	93.1	94	90.9	94.5
3	91.9	94	93	93.7
4	92.5	93.8	93.2	93.7
5	93.7	94.9	93.2	93.8
6	90.5	95.3	93.5	94.5
All Years	92.4	94	92.9	94
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	29.43
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	8.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	406,081
Revenue	6,878,974
Appropriation	6,555,586
Sale of Goods and Services	112,992
Grants and contributions	206,783
Investment income	3,512
Other revenue	100
Expenses	-7,041,581
Employee related	-6,363,370
Operating expenses	-678,211
Surplus / deficit for the year	-162,608

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	817,311
Equity Total	312,411
Equity - Aboriginal	38,999
Equity - Socio-economic	86,703
Equity - Language	7,345
Equity - Disability	179,363
Base Total	4,581,500
Base - Per Capita	169,024
Base - Location	15,602
Base - Other	4,396,874
Other Total	732,621
Grand Total	6,443,842

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

The NAPLAN data for year 3 students at Milton Public School has shown that 54% of students performed in the top two bands in Reading, this is 8% higher than 2018 and above the state average. There has been an increase in students achieving in the top two bands in Writing from 31% in 2018 to 48% in 2019.

Our year 5 NAPLAN data has shown an increase from 39% in 2018 to 40% this year in students achieving in the top two bands in Reading. There has also been an increase in year 5 students achieving in the top two bands in Grammar and Punctuation, Writing and Spelling. There were 33% of students in the top two bands in Grammar and Punctuation, 13% in Writing and 31% in the top two bands in Spelling.

The NAPLAN data for our Aboriginal students in year 3 has shown achievement in all areas is well above state average in all areas. 68% of our Aboriginal students achieved in the top two bands in Reading as compared to the state average of 35%.

Numeracy

Students in Year 3 achieving in the top two bands in Numeracy has remained at 38% for 2018 and 2019.

There were more year 5 students in the top two bands in Numeracy than the state average.

33% of Year 3 Aboriginal students in Numeracy achieved in the top two bands. This is 11% above state average.

33% of Year 5 Aboriginal students achieved in the top two bands. This is 23% above state average.

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. 86% 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 78% of students in this school were interested and motivated and that 92% tried hard to succeed. Students indicated that the teachers are responsive to their needs and encourage independence with a democratic approach. Statistics show that 88% of students felt the school held positive Teacher–Student relationships. Parents indicated that 75% felt welcome at the school, whilst 85% felt they could speak easily to their child's teacher. Parents felt that 83% of all students in the school were clear on school expectations and 86% of students felt safe at school. 82% of staff felt that data informed practice at the school and 82% indicated there was a collaborative culture at the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education

Inspire Succeed Excel Aboriginal Excellence Awards

Congratulations to Bahlie, Jack, Lane, Phoenix, Riley who were all nominated by teachers for Inspire Succeed Excel Aboriginal Excellence Awards. Milton Public School is very proud of you. Ranita Jones was also nominated by the Aboriginal Committee for an **Aboriginal Education Employee Excellence Award for her dedication and leadership in Aboriginal Education at Milton Public School.**

Successful recipients for the Inspire Succeed Excel Aboriginal Excellence Awards.

Congratulations to the following students who were successful in receiving major Inspire Succeed Excel Aboriginal Excellence Awards. The award ceremony was unfortunately postponed due to bushfires.

Bahlie won a Leadership, Citizenship and Community Services award. She has demonstrated emerging leadership skills beyond her years. She is a natural leader and takes initiative to support and encourage others to deepen their understanding of Aboriginal culture in our school.

Jack received an Attendance award for his outstanding 100% attendance record.

Presentation Day Award Nominees

The Aboriginal Committee were proud to hand out Certificates of Dedication to Aboriginal Education at the end of 2019. The following students received these awards because they were nominated by their teacher or the Aboriginal Committee for either the Stage Two or Stage Three MPS Presentation Day Aboriginal Excellence Award. Congratulations Emma, Jasmine, Isla, Jamila, Kiara, Phoenix, Blair, Jack, Mahlie, Lakeisha, Georgia and Riley.

Presentation Day Awards

Well done to Lane Williams for being an outstanding Stage Three role model and leader and being the recipient of the Fred Carriage Memorial Award at our MPS Presentation Day. Lane has demonstrated his ability to lead others and represent his cultural heritage as 2019 Aboriginal Prefect.

Bahlie was a deserving recipient of the Stage Two Aboriginal Presentation Day award for being an outstanding role model and leader.

Academic Program

Leanne Burnes is a teacher employed in the LaST program to support AEO and a part of her load is to supervise the academic progress of Aboriginal Students.

Data was collected at the beginning of the year and has been regularly reviewed and analysed. This data included cultural data taken from PLPs, academic data from NAPLAN as well as literacy and numeracy data from school assessments.

Leanne and Chae worked with students in Years 5 and 6 who required academic support. Students received extra support to write, edit, present and practise speeches for History and Geography, often giving an Aboriginal perspective on class topics. Students were supported using a project based learning model.

Specific children in Years 3 and 4 were targeted from previous NAPLAN results and teachers recommendations to participate in an intensive program to improve future results.

Leanne and the LaST team supported Year 6 Aboriginal students in the middle session three days a week. These students were targeted to develop a better understanding and application in maths.

Aboriginal students from Stage 1 received reading support from Leanne Burnes, Lindy Weekes and Suzi Goodchild. The amount of support varied depending on their needs.

Cultural Program

Chae Moloney was employed from 9:00am to 3:30pm, as our Aboriginal Education Officer, every Monday, Tuesday and Wednesday. During this time Chae prepared for Mirida Cultural Groups. She also connected and communicated regularly with our Ulladulla Local Aboriginal Land Council (ULALC), our Aboriginal Education Consultative Group (AECG) and community groups. Chae was supported by the MPS Aboriginal Committee, which is a strong and vibrant presence in our school consisting 18 teachers.

Mirida Primary club meet every Tuesday at lunchtime with Ranita Jones, Naomi Rafidi and Chae Moloney. Mirida Infants club meet every Wednesday at lunchtime and with Brooke Knight, Leonie Hicks and Chae Moloney. The focus changes throughout the year but centres around building cultural connections.

The K–2 cultural program includes and focus on cultural stories, games, dance and art. For the latter half of the year students collaborated on a large artwork based on what they could see through the kindergarten windows. It is a birds-eye view of the school as a meeting place out to the coastline from Lake Conjola to Narrawallee with Mirida, the sea eagle.

Mirida Primary spent the first part of the year focusing on Aboriginal dance. In Term 2, students created a large collaborative artwork based on the NAIDOC theme 'Voice Treaty Truth'. To finish the year, students painted a mural in the bush shelter. They collaborated to create a design. Shane Snelson (ULALC) came multiple times to sketch out the design and teach blending and dot painting techniques.

Achievements for 2019 Aboriginal Education

Milton Public School has continued to increase student awareness about the Murramarang people of the Yuin Country and the Dhurga language through use of the greeting 'Walawaani Njindiwan' and use of correct protocol for **Welcome to Country** and **Acknowledgement of Country**.

Students led our school NAIDOC assembly. The hall was decorated with Aboriginal artworks that were created by all classes from Kindergarten. The Aboriginal Dance group performed and a video was created based on the theme. The choir learnt and sang 'We are Australia' in Dhurga.

Year 4 participated in a cultural project, collaborating with the Ulladulla Local Aboriginal Land Council, Ulladulla Primary School and the University of Wollongong. Year 4 went on the Coomee Nulinga cultural walk guided by the ULALC. They participated in art and cultural lessons with Adam Gowen from UOW. A picture book was created and 60 copies of it were donated to the school.

Year 6 students participated in an Aboriginal Transition to Ulladulla High School and 2020 Kindergarten students participated in the first MPS Aboriginal orientation program, which was highly successful.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Multicultural Public Speaking

Milton Public School's Multicultural Speaking Competition was held on Tuesday 28th May for Stage 3 students. They delivered their speeches clearly and confidently. Dan and Jaime had the topic 'Colour-Blindness', Sydney and Maya H had 'Human Rights and Wrongs', Sienna's topic was 'Australia Day' and Maya J had the topic 'Getting a Multicultural Education'. The impromptu topic for Stage 3 was 'Water'. On Thursday 30th May Stage 2 presented their speeches. Piper had the topic 'Our Backyard', Natalie had 'Multiculturalism at School', Lillian's topic was 'Playing Together' and Jaya's topic was 'Every Child Matters'. The impromptu topic for this group was 'Holidays'. Mr King and Mr Tidbury were the adjudicators and were very impressed at the high standard of all the speeches. In Stage 3 the students chosen for the Local Final were Dan and Maya J and in Stage 2 – Natalie and Jaya.

The Local Final was held at Sussex Inlet Public School on Thursday 20th of June. Maya J and Natalie received Highly Commended, Dan received 2nd place and Jaya won the Stage 2 Competition.

Jaya then represented Milton Public School at the Illawarra and South East Regional Final of the Multicultural Public Speaking Competition. This was held at Jamberoo Public School on Tuesday 27th August. Jaya presented her speeches admirably and came in second place. A fantastic result from a student who was only in Year 3.

Lions Club Public Speaking

On 18th September Natalie, Jaya, Maya and Jaime attended the Lions Club of Ulladulla Junior Public Speaking Competition. This was held at the Dunn Lewis Centre with students from Ulladulla Public and St. Mary's Catholic School competing against Milton. The speeches were all fantastic with many positive comments from the judges and Lions Club members. All girls representing Milton were exceptional as they had to speak in front of a large audience which included Lions Club members and their parents. The Year 3 and 4 competition was won by Jaya from Milton Public School and the Year 5 and 6 competition was won by a girl from Ulladulla Public School. As a result of Milton's entry in this competition, as well as the Lions Club Peace Poster Competition, Milton Public School received \$1000 from the Lions Club.

Student Representative Council

We are grateful for the amazing experiences and opportunities this school has given us to experience leadership. We have represented our classes at the SRC meeting held every Friday to the best of our ability. None of our successes would be possible without the many great teachers at Milton Public School. The staff put in extra time and give up so much for the benefit of the students. Thank you to the teachers for always encouraging us to be the best we can with a special thank you to Miss Coleman and Mrs Dowling for leading the SRC this year.

As leaders of Milton Public School in 2019 we had a very busy year. Some of our responsibilities included organising Mufti days (Team supporters day, Black and White day, Wear your favourite colour day, and Crazy Hair and Crazy Socks day) that raised \$3200 for an outdoor setting for the canteen COLA. We coordinated the return and earn program and decided to use the funds for sports equipment to be borrowed each lunchtime and pass this initiative on to the 2020 SRC to continue. We also presented awards at stage assemblies every Friday.

We are proud to have been student representatives at a school as great as Milton. We are excited about the challenges ahead of us and feel as though Milton Public School has prepared us well.

Elle Passwell and Chloe Rebbeck on behalf of the SRC

Sport

Milton Public School in 2019 won the District Cross Country and District Athletics carnival and placed second in the District Swimming Carnival. At Regional level in Athletics Milton placed first out of 81 schools. We had 8 students

represent the South Coast at the State Swimming Championships, 3 represented the South Coast in Cross Country and 10 represented the South Coast in Athletics.

Our tennis team were state champions. Thomas HN, William HN, Maggie S Claire D, Grace D and Kolt P were the winning team of the Victor J Kelly Cup. Our school girls Touch team were South Coast champions in the state knockout competition.

As a whole school we participated in AFL gala days, tennis clinics, soccer clinics and Intensive swim programs together with weekly swimming as part of our PDHPE curriculum.