

2020 Annual Report

Milperra Public School



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Introduction

The Annual Report for 2020 is provided to the community of Milperra Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

Milperra Public School is in South West Sydney with approximately 273 students enrolled in 2018. The area is very established and enrolments have been in steady increase. The school has ten mainstream classes in 2018 and proudly established a Support Unit comprising of three classes for students with Autism in 2017. The number of students from non-English speaking backgrounds has increased to 21%. Due to its unique history as a soldier settlement school for the children of returned servicemen, Milperra Public School is able to draw on a strong community commitment in both scholastic and sporting ventures. The school aims to provide quality teaching and learning, up to date technology in a stimulating, secure and pleasant environment where children are encouraged to develop to their full potential for a future focused world.

Self-assessment and school achievement

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality Learning

Purpose

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

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

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

Improvement Measures

- Increased proportion of students achieving expected growth in literacy.
- Increased proportion of students achieving expected growth in numeracy.
- Increased levels of student wellbeing and engagement.

Overall summary of progress

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

Progress towards achieving improvement measures

Process 1: Personalised Learning:

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
Students were identified through extensive assessing. Resources were placed at points of greatest need Mainstream and Support Unit Review meetings took place. Targeted LST groups and support for 3-6. GAT/Enrichment program implemented across school. Pathways meetings took place. PAT- Progressive Assessment Tests administered with Years 1-6. Results used to help inform Spiral of Inquiry focus. NCCD Data- Collected and analysed. Assessing and Reporting Procedures amended. Student progress reports continue to include three personalised future directions for English and Mathematics to provide parents with more information on 'where to next'. Three-Way Interviews conducted in Term 1 for the sharing of personalised learning goals with parents and to strengthen partnerships in learning.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$52000.00)

Process 2: Visible Learning:

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
Three-way interviews were introduced and effectively implemented to strengthen learning partnerships. Personalised learning goals continued to be developed across whole school. Effective feedback was a focus area for	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2500.00)

Progress towards achieving improvement measures

all staff. Learning Intentions, Success Criteria (LISC) revisited. Individual student progress reported on in reports. Formative and summative assessment revisited during Spiral of Inquiry. Student reflections on goals.

Process 3: Wellbeing:

Targeted program to ensure learners are able to experience, regulate and express emotions; form close and secure relationships; and explore the environment and learn.

Evaluation	Funds Expended (Resources)
Healthy Heads, Healthy Hearts implemented across whole school. SLSOs leading games at lunch time in 'Friendship' area. Quad opened at all times to accommodate increasing numbers. Reviewed Student Welfare and Discipline Policy and made changes where necessary. Bounce Back program implemented in all classes. All students recognised for achievements as part of Presentation Day. Classes for 2021 planned taking into account friendship groups and ensuring that each child has an opportunity to continue to form close friendships. Additional extracurricular activities added- Garden Club, Cooking with Kids.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$3000.00)

Next Steps

- Staff trained in Initialit and Reading Renaissance to more effectively meet the needs of our students in literacy.
- Instructional leadership to support teachers in best practice and to increase Visible Learning strategies in classrooms.
- Continuation of Healthy Heads, Healthy Hearts and Bounce Back across the school.
- Staff to be involved in Wellbeing PL- Brain training
- Opportunities provided for students to meet with an identified staff member to strengthen wellbeing.

Strategic Direction 2

Quality Teaching

Purpose

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

Improvement Measures

- Increase in staff using achievement data to develop and implement plans for continuous improvement.
- Increase in staff differentiating the curriculum to meet the learning needs of all students.

Overall summary of progress

Milperra Public School remained on track with Strategic Direction 2. This year saw the introduction of observations. There has been a strong focus on reflective and collaborative practices which has involved teachers reflecting on their teaching pedagogy and undertaking professional learning based on improving student outcomes. Explicit teaching was a main focus area. Numeracy and differentiated teaching strategies. We have also collaboratively developed scope and sequences for Mathematics and differentiated learning experiences within these. MAS (Milperra Addition and Subtraction) derived from PL in Additive Strategies was developed. The learning progressions continued to enable teachers to more accurately locate a student's current literacy and numeracy knowledge, understanding and skills, to support planning for learning and teaching from the syllabus.

Progress towards achieving improvement measures

Process 1: Explicit Teaching

Design differentiated learning experiences and sequences that promote, challenge, deep knowledge and understanding and higher order thinking through explicit teaching practices that utilise modelled, guided and independent teaching strategies.

Evaluation	Funds Expended (Resources)
This year, teachers shared their expertise in the area of Explicit Teaching through observation rounds. Teachers provided feedback to one another to further develop their skills in explicit teaching. Differentiated learning experiences remained a focus with GAT group continuing to run. Staff supported in using achievement data in numeracy to develop plans for continuous improvement.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$32000.00)

Process 2: Growth and Performance

- Unpack syllabus outcomes in English and Mathematics through Teacher Professional Learning to provide next steps for learning. (Literacy and Numeracy Progressions used as a tool to support this).
- Analyse multiple data sources to evaluate the effectiveness of teaching.

Evaluation	Funds Expended (Resources)
Sentral and G Suite used to monitor student progress through various data sources. Data for literacy and numeracy updated in 5 weekly intervals and used to inform practice and monitor growth and performance. Continued to analyse external data sources through SCOUT.	

Process 3: Performance and Development Framework

Educators set goals which support the school's current initiatives and their own personal learning goals. They engage in professional learning, observe colleagues and have professional dialogue to achieve the goals they have set in line with Australian Professional Standards for Teachers.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Observations implemented and targeted to individual staff PDP goals. Teachers complete PDPs- professional goals, professional learning and evidence (aligned with School Plan). Teachers implementing PDP Goals. Teachers reviewed PDP goals (assessment of progress towards achieving their goals). Annual review of PDP Goals	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2500.00)

Next Steps

- Professional learning and collaborative planning sessions for teachers to be able to reflect on their own teaching in order to improve student outcomes across the school.
- Data Talks to be introduced.
- Observations to continue.
- On going professional learning to meet identified needs of teachers in line with their Performance and Development Plans

Strategic Direction 3

Quality Leading

Purpose

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

Improvement Measures

Increased percentage of staff undertaking leadership roles and responsibilities.

Increased percentage of students undertaking leadership roles and responsibilities.

Overall summary of progress

New process introduced to ensure equitable distribution of roles and responsibilities throughout the school. Teachers outlined their individual strengths in terms of knowledge and skills that were utilised to mentor others in fulfilling school related roles or to improve teaching practice. Aspiring leaders were provided with opportunities to mentor early career teachers and shadow executive staff. Staff given opportunities to relieve in various position at higher duties.

Progress towards achieving improvement measures

Process 1: Reflective Leadership:

- Leadership and Management Credential.
- Coaching and mentoring opportunities.

Evaluation	Funds Expended (Resources)
Relieving opportunities provided to staff to build capacity- Leadership team to set PDP goals. Aspiring leaders invited to be part of the External Validation process. Supported staff re Standards and accreditation. All exec completed Leadership and Management Credential.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$1500.00)

Process 2: Continuous Improvement:

- A broad range of leadership pathways are available to staff and students.

Evaluation	Funds Expended (Resources)
SRC nominated for representation on SRC. Captains and Prefects (student executive) began leadership roles (beginning Term 1). Staff led events and initiatives. Year 5 students supporting Kindergarten buddies. Peer Support commenced (Easter Hats). SRC attended P&C to talk about initiatives and ideas- once per term. Professional learning provided to SLSOs through Chipping Norton Network. Executive staff formalised self-assessment using SEF.	

Next Steps

- Additional leadership opportunities provided to Year 5 students in 2021.
- School leaders to lead staff in developing the 2021-2024 Strategic Improvement Plan.
- Aboriginal Ambassador leadership role to be introduced.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$10 672.00) • Low level adjustment for disability (\$10 672.00) 	<p>All students from Milperra Public School were engaged in authentic aboriginal education lessons linked to the curriculum. Indigenous students were supported with Pathways (PLPs) and had opportunities to attend specific events to celebrate their culture with their indigenous peers from others schools.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$64 520.00) 	<p>Students with additional learning needs were supported in their understanding of literacy and numeracy as identified through various data sources.</p> <p>The Progressions were used to guide our lessons and were used in conjunction with programming.</p> <p>Team Teaching opportunities with LAST and Classroom Teacher were provided.</p> <p>The Bounce Back program continued. Students were engaged the whole class approach to increase resilience. This had an extremely positive impact on student social/emotional wellbeing and behaviour across the school.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$32 678.00) 	<p>All teaching staff participated in stage based fortnightly Spiral of Inquiry professional learning sessions with a focus on Numeracy. MAS program implemented across the school. Student growth evident through internal and external data sources.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$29 753.00) 	<p>Literacy and numeracy resources purchased to support the targeted programs as developed through our Spiral of Inquiry.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$6 248.00) 	<p>Two teachers received their Beginning Teacher funding under the Great Teaching, Inspired Learning reform.</p> <p>These teachers were provided an hour per week release time for the beginning teacher and one hour per week release for an expert teaching colleague (using QTSS funds), to provide mentoring support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	147	137	151	155
Girls	116	136	131	129

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.7	95.4	93.9	96.3
1	96.3	95.2	95.7	93.5
2	95.1	96.1	95	93.5
3	95.8	95.1	95.1	94.2
4	93.8	95	93.8	95.4
5	93.6	91	94.2	93.8
6	94.3	93.5	90.8	92.9
All Years	95	94.6	94.1	94.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Assistant Principal(s)	4
Classroom Teacher(s)	12.89
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	6.52

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	73,839
Revenue	3,644,194
Appropriation	3,478,656
Sale of Goods and Services	4,116
Grants and contributions	160,537
Investment income	383
Other revenue	503
Expenses	-3,574,319
Employee related	-3,075,922
Operating expenses	-498,398
Surplus / deficit for the year	69,875
Closing Balance	143,713

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.

	2020 Approved SBA (\$)
Targeted Total	94,507
Equity Total	183,320
Equity - Aboriginal	7,911
Equity - Socio-economic	37,106
Equity - Language	47,277
Equity - Disability	91,025
Base Total	2,912,204
Base - Per Capita	71,959
Base - Location	0
Base - Other	2,840,246
Other Total	177,433
Grand Total	3,367,464

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Milperra Public School is proud to have positive, strong links with our parents/carers, as well as the wider school community. We recognise and value the importance of student, parent and teacher feedback as a crucial aspect of school improvement and the pathway to school excellence.

Milperra Public School is held in high regard by its students, parents and the local community. There is a strong sense of community within the school, and the students and parents/carers report that staff are knowledgeable, passionate, dedicated and caring. From school based feedback structures, the community appreciated and highly valued the wide range of extracurricular activities that are provided by the staff, with a myriad different extracurricular opportunities provided throughout each school week.

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

An average of 10-15 parents attend the school's monthly P&C meetings.

Numbers at whole school events declined significantly this year due to COVID.

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

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

Milperra Public School Facebook Page continues to provide an effective communication channel and positively promote what is happening within the school. This has provided an opportunity to connect with current families and potential enrolments.

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.

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.