

2020 Annual Report

Miller Public School



4338

Introduction

The Annual Report for 2020 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.

School contact details

Miller Public School
Miller Rd & Shropshire St
Miller, 2168
www.miller-p.schools.nsw.edu.au
miller-p.school@det.nsw.edu.au
9607 8293

School vision

Learning and creating our future together!

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

- Everyone is learning
- Learning is challenging and 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 (enrolment 220 students, including 56% from a non-English speaking background and 35 students who identify as Aboriginal), is a vibrant learning community within the Liverpool Network of schools. Staff are committed to the provision of outstanding educational, social and cultural programs aimed at ensuring all students have the opportunity to realise their potential and achieve their best across a broad range of areas. Current strategic directions include High Levels of Student Engagement and Performance, Excellence in Teaching and Learning and Authentic Partnerships and Learning Alliances.

Miller PS is an Early Action for Success school and we promote a culture of collaboration through instructional leadership. Key school initiatives in Literacy currently include Synthetic Phonics. Student wellbeing is paramount in all school programs and students are encouraged to be independent learners and responsible citizens. Students, staff and community members embrace our support unit consisting of one IO/AU class, four Autism classes, one IM class and one MC class. Inclusivity underpins all school practices with appropriate opportunities for integration across most curriculum areas, sport, excursions and assemblies. The school is supported by an active P&C.

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>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

High Levels of student engagement and 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 and critical thinkers who find joy in learning.

Improvement Measures

Increase the number of students who set learning goals and demonstrate self-assessment strategies.

Increase the number of students who engage in a wide variety of leadership and enrichment opportunities across the school.

Increase the percentage of students achieving national benchmark in Writing.

Increase in student engagement in the classroom.

Progress towards achieving improvement measures

Process 1: 1. Maintain and extend programs for personalised learning that supports students to become *creative, innovative, collaborative learners and critical thinkers* - Australian Curriculum

Evaluation	Funds Expended (Resources)
All students in the Support Unit have an Individual Education Plan that was collaboratively developed with their parents / carers and teaching staff.	Teacher relief IEP meetings \$2000
A Sensory Room was established in a classroom that is not currently in use. New resources were purchased to promote student engagement. Students can access this space during scheduled class time or on an individual needs basis.	Sensory room \$5000
The "No Limits" sport program was able to be held for students in the Support Unit as COVID guidelines eased. Weekly sessions focused on basketball and soccer.	Chaplaincy \$7000
The Chaplaincy program continued throughout the year with Mr Red working with students in the classroom and also in the playground during Guided Games or Music Jamming sessions in the Passive Play area.	
Unfortunately, COVID guidelines impacted on a number of activities that had been planned as part of this Strategic Direction. These include :	
* Shining Stars	
* Western Liverpool Festival of Performing Arts - Dance and Choir	
* Support Unit signing choir	
There was also interruption to some programs that could run for a short period of time under a modified format :	
* Miller Technology High School worked with Stage 3 students on a fortnightly basis to engage our students in Mathematics learning.	
* The External Therapy program operated pre COVID and again in Term 4 for students who require therapy.	

Process 2: 2. Continue to provide enrichment pathways and leadership opportunities for all students; including authentic participation in school and community decision making.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Leadership opportunities were identified within the school and an induction assembly was held early Term 1, ensuring all students with a leadership position for 2020 were presented with their badges. Leadership positions included School Captain and Vice Captain, House Captain and Vice Captain and Student Representative Council.</p> <p>The SRC worked as a group to consult around playground rules and expectations and new signage was placed in each playground space as a visual reminder for all students.</p> <p>Miller Public School again hosted the Y Lead Leadership conference. Close to 100 students attended from five neighbouring schools. Students engaged in leadership and team building activities.</p> <p>Year 6 Fundraising occurred throughout the year. Activities included Frosty Fridays, Mufti Day, Crazy Hair/ Sock Day and the compilation of a Stage 3 Cookbook. All Stage 3 students were able to attend the Year 6 Farewell at no cost.</p> <p>The Better Buddies program had to be placed on hold due to COVID 19 and the inability to mix student cohorts.</p> <p>Term 4 saw High School transitions commence for all students. Personalised learning information was provided to schools with transition documents developed to support this process.</p> <p>The leadership selection process for 2021 Leadership positions was held in Term 4. Students presented their speeches virtually to the school community. Parents of those students running were able to attend. This was supported through online voting using iPads and Google forms.</p>	<p>New Signage - \$5000</p> <p>Y Lead student participation \$1000</p> <p>School funds to supplement fundraising for T-shirts and farewell \$7000</p>

Process 3: 3. Use DoE Wellbeing Framework to assess, refine and develop strong wellbeing practices and programs that enhance resilience and build capacity for self-regulated behaviour.

Evaluation	Funds Expended (Resources)
<p>Staff commenced the year with professional learning on Staff Development Day around the whole school Wellbeing Program. All staff were presented with information regarding the new Merit System, Sentral Access, Executive Intervention and Positive Reinforcements (Postcards, Morning Tea with Mrs Gandy and the Attendance Wheel). All staff were presented with a wellbeing folder where they kept resources and registered the Wellbeing lessons they completed with their classes. The Wellbeing Google Shared Drive is used by all staff to add resources and evaluate their students' learning and effective teaching.</p> <p>Weekly Wellbeing lessons took place in each classroom. Staff and students utilised Wellbeing Journals. Smiling Mind sessions were conducted specifically in Years 3-6 on a regular weekly basis. Miller Public School's Mindfulness Champion conducted these sessions. The Sentral database was modified and is currently being used to monitor student positive and negative incidents.</p> <p>Wellbeing incentives continued throughout the year. Students received a small gift for their birthday from the school to acknowledge their special day. Positive postcards were sent home each fortnight aligning with the School Values. Morning Tea with Mrs Gandy was held in Term 1 and then delivered during home learning.</p> <p>The Learning and Support program at Miller PS was placed on hold for Semester One due to the impact COVID had on staffing and those needing to</p>	<p>Once per term - \$400.00 (Morning Tea, per year)</p> <p>Smiling Minds PL - Casual release \$1000</p> <p>Wellbeing journals - \$2500</p>

Progress towards achieving improvement measures

access flexible work arrangement. In Semester Two the referral process and school database were overhauled to ensure all students who required learning support were identified.

The following professional learning took place early in Term 1:

- Rebecca Fee - Behaviour Management - SLSO - Week 8
- Smiling Minds - Whole school staff - Week 7

Some professional learning needed to be postponed / cancelled as a result of COVID guidelines.

- PL - Berry Street - whole school staff - postponed to 2021
- PL - Jonathan Alsheimer - Week 11

Strategic Direction 2

Excellence in Teaching and Learning

Purpose

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

Improvement Measures

All teaching and learning programs are differentiated to meet the needs of all students.

Increasing teacher understanding of evidence-based learning to drive teaching and learning programs.

PDPs are linked to the Australian Teaching Standards.

Progress towards achieving improvement measures

Process 1: 1. Provide quality professional learning for effective practice and feedback through coaching/mentoring to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Evaluation	Funds Expended (Resources)
<p>All staff across Mainstream and the Support Unit developed a PDP for the 2020 academic school year. All staff met with their supervisor to discuss their goals for the year, they reviewed them mid year and evaluated their goals at the conclusion of 2020.</p> <p>Training by 24/7 in the Get Reading Right program using a Synthetic Phonics approach to teaching was timetabled to occur across the school for Mainstream and Support Unit classes. Unfortunately during the year communication ceased with the company. As a school we identified staff with expert knowledge in the program to lead professional learning for all staff.</p> <p>Quality Teaching Rounds involving four teaching staff took place again during 2020. Staff initially met during Term 1 but were unable to meet until late Term 3 and 4 to finalise the program. The team of staff shared the program and their journey with the rest of the staff during a professional learning meeting.</p> <p>During Semester One Mrs Tong fulfilled the role of Instructional Leader / Deputy Principal. During this time she met with each K-2 teacher on a weekly basis, using the Areas of Focus Tool reflecting the English Syllabus and Progressions. Together they used data and current student work samples to plan a sequence of lessons, focusing on Writing for a focus group. Mrs Tong supported the implementation of the Writing lesson sequence by either delivering the lesson as a demonstration, team teaching or supporting a focus group within the classroom (lesson differentiated). She also supported the implementation of the class' Numeracy program. All Kindergarten - Year 2 class had 8 hours per week in class support and in addition, met with each teacher for an hour a week. Five weeks at the end of Term 3 and start of Term 4 saw the appointment of a relieving Instructional Leader who worked exclusively with the Early Stage One team to guide the implementation of Get Reading Right. Staff visited Mascot Public School to see this program in action and embedded the key principles into their literacy programs.</p> <p>It had been planned for the year 3-6 Assistant Principal and Support Unit Deputy Principal to meet with their team members across the week for an Instructional leadership meeting but the impacts of COVID and availability of staff meant this could not occur. In addition to this, the Assistant Principal 3-6 took on the role of class teacher on a Stage 2 class in Semester 2.</p> <p>Home Learning and flexible work schedules afforded all staff the opportunity</p>	<p>QTR program - University of Newcastle \$10000</p> <p>Casuals to cover classes \$5000</p> <p>Employ AP/Beginning Teacher mentor for a day to work with staff.</p> <p>Two days relief to cover the mentoring sessions. \$49200</p> <p>Inservices and Courses attended - \$2000</p> <p>Off class executive staff - Staffing - QTSS staffing allocation</p>

Progress towards achieving improvement measures

to access professional learning that was relevant and directly linked to their PDP goals.

As staff returned to working onsite the professional learning focus shifted. Professional learning was run by the Instructional Leader to build staff capacity in the following areas :

- * Running records - implementation and analysis of

- * Learning Intentions and Success Criteria

- * What Works Best - CESE Publication

Great teaching Inspired Learning funding allowed for the identification and appointment of a Beginning Teacher mentor who worked with teachers identified as attracting this funding a day per week. Across the year, six staff worked closely with this mentor, three successfully submitted their accreditation and achieved a proficient level of accreditation.

The whole school assessment schedule was modified using teacher feedback and inline with the key professional learning staff had engaged in. All classroom teachers administered the assessments in line with the schedule and used assessment tracking sheets to record the data. This data was used to inform the Situational Analysis that will form the basis of the 2021-2024 Strategic Improvement Plan.

Process 2: 2. Targeted professional learning to enhance evidence-based practices with high impact in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Throughout Term 1, the Get Reading Right - Synthetic Phonics timetable was being implemented across Mainstream and Support Unit classes. This included demonstration lessons by Justin Caban, lesson observations and feedback sessions. Justin attended Miller Public School every second Tuesday and on these days he presented whole school Teacher Professional Learning based on an area of focus negotiated with him and the executive team.</p> <p>Quality Teaching Rounds commenced in Term 1 and the first round was completed pre COVID. The remaining rounds continued late Term 3 and early Term 4.</p> <p>Throughout Term 2, the Instructional Leader met with each K-2 teacher on a weekly basis, using the Areas of Focus Tool reflecting the English Syllabus and Progressions. Together they used data and current student work samples to plan a sequence of lessons, focusing on Writing for a focus group. The Instructional Leader supported the implementation of the Writing lesson sequence by either delivering the lesson as a demonstration, team teaching or supporting a focus group within the classroom (lesson differentiated). The Instructional leader supported the implementation of the class's Numeracy program. The Instructional Leader supported in all Kindergarten - Year 2 classes 8 hours a week and in addition, met with each teacher for an hour a week. In Term 4, a class teacher with deep knowledge and understanding of the curriculum supported the Early Stage One as we could not fill the Instructional Leader role. This team met weekly to utilise student data to inform teaching practice and plan quality lessons.</p> <p>In Term 3, whole school Teacher Professional Learning was presented reflecting Formative Assessment, focusing on Learning Intentions and Success Criteria.</p> <p>Throughout Term 3 and Term 4, the Instructional Leader took two teachers from K-2 to Mascot Public School to watch a Literacy session. The</p>	<p>Casuals to cover classes \$5000</p> <p>Training 24/7 Consultancy Fees \$10000</p>

Progress towards achieving improvement measures

Instructional Leader worked with the teachers to implement decodable texts and blending activities in Reading Groups.

Process 3: 3. Enhance accreditation and PDP processes within the school by ensuring alignment with system priorities and NESA requirements.

Evaluation	Funds Expended (Resources)
<p>Throughout the year, all staff were encouraged to attend Professional Learning that assisted them in working towards their 2020 goals. However, due to COVID-19 guidelines and restrictions, teachers access to professional learning was modified.</p> <p>Throughout the year, the Beginning Teacher Mentor Program occurred on a weekly basis. Mrs Boyle (Teacher Mentor / Rel. Assistant Principal) met with each of the beginning teachers across Mainstream and the Support Unit for one hour every Wednesday. A casual teacher was employed to cover Mrs Boyle's Year 2 class. During these meetings, discussion focused on areas of needs, concerns and expectations. A Beginning Teacher Mentor Program commenced with Ashcroft Public School. Meetings were scheduled twice a term and Toni Robinson (Teacher Quality Adviser - Glenfield) supported this initiative.</p> <p>In mid Term 4, the Beginning Teachers Network held a Zoom meeting in the area of curriculum and programming. This was hosted by Miller PS and Ashcroft PS. Toni Robinson (Teacher Quality Advisor) and Felicity Young presented.</p> <p>At the end of Term 4, there were two teachers in the final stages of gathering evidence for their accreditation.</p> <p>A range of programs were impacted and unable to occur as a result of COVID:</p> <ul style="list-style-type: none">* SLSO practicum students* Occupational Therapy practicum students	<p>Inservices and Courses attended - \$2000</p> <p>Employ AP Relieving for a day for NST + casual to cover class -\$5000</p>

Strategic Direction 3

Authentic Partnerships and Learning Alliances

Purpose

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

Improvement Measures

Increase in staff involvement in a diverse range of learning alliances.

Streamline organisation and communication systems between school, P&C and the wider community.

Increase in Best Start student achievement in phonemic awareness.

Progress towards achieving improvement measures

Process 1: 1. Strengthen and expand Communities of Practice (CoP) across schools and partner organisations to build staff capacity and increase opportunities for students.

Evaluation	Funds Expended (Resources)
<p>During Term 1, Dymock's Book Boxes and the Premier's Reading Challenge Book Boxes were distributed to all classes and all students accessed these books in their classrooms.</p> <p>The Green Valley PSSA Sport season commenced and Miller Public School had a mixed Junior and mixed Senior Newcombe Ball team. The Junior team won two games in Term 1. The competition was put on hold due to COVID. The Years 3-6 Sport Program aligned with Season 2 PSSA Green Valley sports.</p> <p>All students and staff within the Support Unit attended the Variety Club Sydney Zoo Visit in Week 7 of Term 1.</p> <p>The YLead student workshops were held at Miller PS with neighbouring schools and positive feedback was given in regards to student engagement. Positive Partnerships and Junction Works Programs between school and the local community were scheduled to occur in Term 2 but were impacted by COVID.</p> <p>The school participated in the Premier's Sporting challenge.</p> <p>Aboriginal students in Years 1-4 who were identified as achieving below grade expectation were identified and participated in the LLAECG and Learning Links joint intervention program. This was impacted greatly due to COVID and staffing changes but gains were seen by some of the targeted students.</p> <p>The school hosted an eye and dental van during Term 4 and all students who requested this service were able to be screened at no cost to their families.</p> <p>Scheduled Library Visits commenced after COVID, library ninjas were nominated from each 3-6 class to attend the library on Wednesday and Thursdays. Our Librarian made contact and connected with some library support groups. Following this, our Library had the support of an experienced Teacher Librarian one day per week, she assisted us to restructure the library into the Dewey Decimal system, stocktake our collection and to establish routines and procedures to support the efficient running of our school library. Unfortunately our scheduled author visit could not occur due to COVID but a Book Fair was held in Term 4.</p>	<p>New storage boxes purchased \$100</p> <p>Library staffing allocation</p>

Progress towards achieving improvement measures

Week 7 Term 2 discussion commenced with staff from Miller Technology High School to discuss transition to high school. This meeting needed to be modified due to COVID restrictions. Miller Technology High School set up a Google Classroom with video links to connect with students in Stage 3 during the period of heaviest restrictions. Face to face lessons commenced again in Term 4.

As a result of participating in the Oz Harvest FEAST program, Stage 3 wrote and published a recipe book to market and sell to raise funds for the Year 6 Farewell.

Fun Days to reward students for School Wellbeing was scheduled for Term 3, however, these had to be postponed due to COVID restrictions.

Students who received Gold and Platinum awards were presented with them at Presentation Day.

Process 2: 2. Improve community engagement and the positive learning culture of the school through increased communication and consultation with parents/carers about student learning needs.

Evaluation	Funds Expended (Resources)
<p>Throughout Term 1, the school signage was completed in line with EALD School Evaluation Framework (at the 'Delivering' level).</p> <p>The NRL League Stars program was implemented to induct 3-6 students into safe skills and rules and included a visit from West Tigers and an offer of a local Term 2 After School NRL League Stars Program utilising students' Active Kids Voucher. Unfortunately the after school program could not go ahead.</p> <p>A member of the executive assisted with enrolments of new students and translated enrolment documents are currently being used in the front office.</p> <p>Due to COVID restrictions, the following activities did not occur:</p> <ul style="list-style-type: none"> - Student Led Conferences - Face to face Parent Teacher interviews and IEP Meetings. These were held via telephone. - Halloween Disco <p>In order to engage our families in finalising the 2018-2020 school plan, a 2020 Data Book was created and provided to all families. This data book summarised key initiatives in each Strategic Direction and for other key school programs. Staff leading each of these areas contributed to the development of this valuable resource. This book was followed up with an online parent survey and phone calls from class teachers to families to engage more parents in the collection of feedback. This feedback was highly valuable and contributed to the development of the 2021 SIP.</p>	<p>3 days teacher time to release staff to call parents \$1500</p> <p>1 SLSO day to facilitate calls to Arabic families \$500</p>

Process 3: 3. Refine and further develop the transition to school program reflecting the Early Years Learning Framework to support successful entry into Kindergarten.

Evaluation	Funds Expended (Resources)
<p>At the end of Term 1, the Instructional Leader (Rel.) and Assistant Principal (Rel.) conducted a Miller Minis handover. Resources were shared, advertising was discussed and programs were developed. By the end of Term 2, an advertisement / letter box drop was completed for the Miller Minis program and enrolment forms were developed.</p>	<p>2 teacher days per week for 20 weeks \$20000</p> <p>2 SLSO days per week for 20 weeks \$12000</p>

Progress towards achieving improvement measures

The Miller Minis program commenced at the beginning of Term 3 (every Thursday and Friday 9-12.00pm). The students of the Miller Minis program were exposed to the Synthetic Phonics Kindergarten program and speech therapist observations were completed. Minis students attended Morning Routine in Kindergarten classes. The Miller Minis graduation was celebrated in a COVID safe way at the end of Term 4. Student data was prepared and shared with Kindergarten 2021 teaching staff.

In mid Term 4, a stocktake was completed for Classroom Libraries and these will be restocked for the beginning of 2021.

Students attending the Support Unit commenced transition on Fridays in Term 4 to prepare them for school and assist with ensuring a successful transition.

Speech therapy \$1000

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success	EAFS Staffing allocation \$100 401.	<p>The staffing of the Instructional Leader fluctuated somewhat in 2020 with the impacts of COVID, maternity leave and the expression of interest process. When we were not able to have somebody in this role, a classroom teacher with in depth knowledge and understanding around the learning progressions worked with the Kindy and K/1 teacher for an hour per week.</p> <p>In Semester One the Instructional Leader met with each K-2 teacher on a weekly basis, using the Areas of Focus Tool reflecting the English Syllabus and Progressions. Together they used data and current student work samples to plan a sequence of lessons, focusing on Writing for a focus group. The Instructional Leader supported the implementation of the Writing lesson sequence by either delivering the lesson as a demonstration, team teaching or supporting a focus group within the classroom (lesson differentiated). The Instructional leader supported the implementation of the class' Numeracy program. The Instructional Leader supported in all Kindergarten - Year 2 classes eight hours a week and in addition, met with each teacher for an hour a week.</p> <p>Professional Learning remained a key focus of this role and throughout the year the following sessions were conducted :</p> <ul style="list-style-type: none"> * Running Records - implementation and analysis * What Works Best * Learning Intentions and Success Criteria <p>In Term 4 whole staff Professional Learning occurred over a twilight staff meeting where the school leadership team led staff through the following areas :</p> <ul style="list-style-type: none"> Research behind teaching reading Get Reading Right Using data to differentiate grouping for students Level versus decodeable readers - a place for both Phonological awareness and phonics <p>Whole school data was collected and analysed, in line with the school assessment schedule throughout 2020. This data drove the development of the Strategic Improvement Plan for 2021.</p>
Aboriginal background loading	Employ Aboriginal Education Officer two days	The Aboriginal Team was formed at the beginning of the year and encouraged as

<p>Aboriginal background loading</p>	<p>per week - Rebecca Scott - \$30 104</p> <p>Painting costs of Koori Club room + resources - \$7300</p> <p>Michael Fardon shirt design - \$800</p> <p>NAIDOC Week Celebrations - \$2000</p> <p>Aboriginal REading resources \$750</p> <p>Aboriginal Shirts for ATSI students- \$980.10</p> <p>National Sorry Day Curriculum Resources \$1000</p>	<p>many interested staff members to attend fortnightly meetings to discuss future directions and the action plan. Staff members were also financial members of the LLAECG and attended the regular LLAECG meetings to discuss COS Action Plan and future directions to best support our Aboriginal students. These meetings ceased during COVID and finished the year occurring digitally through Zoom.</p> <p>Rebecca Scott was employed as Miller Public School's Aboriginal Education Officer. She worked as a crucial member of the Aboriginal Education team and maintained relationships with all students. Rebecca worked alongside teachers to ensure every Aboriginal student had a Personalised Learning Pathway developed, monitored and reviewed. In her role, Rebecca supported Aboriginal and Indigenous students in all classrooms across Mainstream and the Support Unit.</p> <p>Miller Public School was selected as one of two 2168 schools to receive a targeted intervention program for students in Years 1-4 who required support with Literacy and Numeracy. Rebecca Scott the school AEO supported the implementation of this program. This program experienced a number of interruptions throughout 2020 from COVID to multiple changes in staffing. This meant disruption for the learning of the students involved. Our AEO did participate in training with a learning links educator in Week 10 of Term 3.</p> <p>Our Koori club occurred weekly pre-COVID and students were encouraged to bring a friend to share in the Indigenous experiences programmed for the session. The room was re painted and and the Aboriginal team worked to purchase resources to support the implementation of Aboriginal programs each week.</p> <p>Student Leaders and all Aboriginal students worked with Michael Fardon, an Aboriginal artist, to redesign the Miller Public School's Indigenous shirt in line with the new school colours. Every Aboriginal student was provided with a free shirt and all other students and staff had the opportunity to purchase a shirt. Two shirt orders were fulfilled throughout 2020.</p> <p>National Sorry Day was acknowledged as all classes participated in a small activity. In Week 6 Term 4 , classes engaged in First Nations Bedtime Stories Challenge Week.</p> <p>Students and staff celebrated NAIDOC Week in Week 5, Term 4. Due to COVID guidelines, students participated in activities with their buddy teachers. The LLAECG combined schools NAIDOC day did not occur in 2020.</p> <p>Stage 3 students cooked with Aunty Carol</p>
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Aboriginal background loading	<p>Employ Aboriginal Education Officer two days per week - Rebecca Scott - \$30 104</p> <p>Painting costs of Koori Club room + resources - \$7300</p> <p>Michael Fardon shirt design - \$800</p> <p>NAIDOC Week Celebrations - \$2000</p> <p>Aboriginal REading resources \$750</p> <p>Aboriginal Shirts for ATSI students- \$980.10</p> <p>National Sorry Day Curriculum Resources \$1000</p>	<p>Brown from the Glenfield Aboriginal team using traditional bush tucker recipes and ingredients.</p>
English language proficiency	<p>Casual days to facilitate EALD and classroom teachers to collaborate \$2000</p> <p>EALD Teacher Staffing allocation \$65630</p> <p>Flexible funding \$42802</p>	<p>EALD programs focused on supporting both Kindergarten students and our new arrivals.</p> <p>Miller Public School has dramatically improved signage in the school across all buildings. This includes translations for our two main language groups; Arabic and Samoan.</p> <p>Bilingual staff are used at times to facilitate more effective communication to our LBOTE families.</p> <p>The EALD room was established and used for EALD withdrawal sessions and some resources have been borrowed by Mainstream and Support Unit teachers to use in their classrooms during Reading Group Rotations to continue supporting EALD students.</p> <p>LBOTE enrolment data is recorded through the enrolment process and maintained in ERN in order to complete the LBOTE census and Annual EALD survey.</p>

<p>English language proficiency</p>	<p>Casual days to facilitate EALD and classroom teachers to collaborate \$2000</p> <p>EALD Teacher Staffing allocation \$65630</p> <p>Flexible funding \$42802</p>	<p>EALD Assessments were completed, entered into an Excel Spreadsheet and data was cross checked with that in ERN in order to complete the Annual EALD Survey.</p> <p>An EALD timetable targeting students that were identified as part of the Annual EALD survey was utilised throughout 2020 but was impacted through staffing changes and COVID.</p> <p>The entire school population received a modified report due to the COVID restrictions and teacher's were encouraged to write differentiated comments for all students including those with EALD needs.</p> <p>Interviews with parents were held over the phone and in person wherever possible and with translators, where required, to explain the EALD Learning Program at the school.</p> <p>During the year, staff participated in EALD Learning Progressions Training and Professional Learning around alternative ways to organise the EALD program. As a staff we discussed our placement on the EALD Evaluation Framework.</p> <p>We are using bilingual staff to communicate more articulately with our school community. Practices within the school office are becoming more inclusive.</p> <p>EALD teaching staff have benefitted from being involved in planning of content across the stages with key vocabulary and literacy needs being identified including attention to scope and sequence documents. This enabled EALD staff to provide more intricate programs that supported student's every day involvement with class curriculum. In addition, EALD Specialist teachers supported class teachers to use the EALD Learning Progression to understand EALD students phase of English language proficiency.</p> <p>EALD Specialist and class teachers allocated time to collect, analyse and share information about EALD students to identify prior learning, interests and level of English language proficiency. The data was used to inform the development of teaching and learning programs.</p> <p>All staff members displayed the Calendar for Cultural Diversity in rooms.</p> <p>The school has established a more routine annual cycle for EALD planning informed by data from the Annual EALD and LBOTE surveys, EALD student assessment data and the EALD Advice for schools.</p>
<p>Low level adjustment for disability</p>	<p>\$50000 to employ one School Learning Support Officer</p>	<p>The school employed three School Learning Support Officers (SLSO) to support student learning across the eight mainstream classes. One of these was funded through Low Level</p>

<p>Low level adjustment for disability</p>	<p>\$131 261 Learning and Support Teacher Staffing allocation</p>	<p>Adjustment for Disability funding. These SLSO's worked with individual or small groups of students in both the classroom and playground. Guided playground games and lunchtime clubs were implemented from mid Term 2 to provide structure and support in the playground for students who struggled to engage in safe and respectful play.</p> <p>The Learning and Support Team (LaST) was re-established in Term 1 with a new referral process and meeting protocols. The team included the school counsellor/s, Learning and Support Teacher and members of the leadership team. Class teachers periodically attended meetings to discuss students they had referred. A LaST database was established ensuring teachers were aware of what plans were required for each student and reflected the level of differentiation required for individual students.</p> <p>The Nationally Consistent Collection of Data was collected during Term 3 detailing student disability and intervention. This data contributed to the internal data being collected for the Strategic Improvement Plan.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$10 000 from Quality Teaching Rounds - University of Newcastle to assist with funding casual days.</p> <p>\$5000 all staff released for Collaborative Planning Days.</p>	<p>Instructional Leadership was heavily impacted during 2020 through staff changes, leave, COVID work at home arrangements and the availability of staff.</p> <p>Quality Teaching Rounds occurred in Term 1 and then the end of Term 3, early Term 4. The staff involved in this program held a staff meeting to share the process with all teaching staff.</p> <p>Collaborative Planning Days were also impacted by staff availability.</p>
<p>Socio-economic background</p>	<p>\$110000 Additional mainstream class teacher</p> <p>Miller Minis Teacher two days per week</p> <p>SLSO two days per week</p> <p>\$7000 Year 6 farewell celebrations</p> <p>\$12000 new school uniform</p>	<p>Every student was issued with a new polo shirt and jacket to support the roll out of the new school uniform.</p> <p>An additional mainstream class was established in 2020 to form an eighth class, one above school substantive numbers. In all classes student numbers have been reduced. This has supported the opportunity for improvement in student engagement and the development of specific behaviour management strategies. The classing structure also supported more specific interventions for teaching and learning and behaviour implemented as a result of in class Executive support.</p> <p>COVID impacted significantly our ability to fulfill all activities within this funding initiative. Excursions and breakfast club were not able to take place after the first seven weeks of school due to COVID.</p> <p>Executive support occurred across every stage on a daily basis.</p>

Socio-economic background	<p>\$110000 Additional mainstream class teacher</p> <p>Miller Minis Teacher two days per week</p> <p>SLSO two days per week</p> <p>\$7000 Year 6 farewell celebrations</p> <p>\$12000 new school uniform</p>	<p>In Semester two, the targeted early intervention program operated for two days per week supporting our transition to school. This enabled the early identification and intervention for students starting school in 2021. Early links with families were established and positive social skills were taught.</p> <p>in 2020 the Year 6 T-shirts were subsidised as the P&C were unable to hold fundraising due to COVID. In addition the school used this funding to cover the entire cost of the Year 6 farewell for all stage 3 students.</p>
Support for beginning teachers	<p>Staffing \$50 000 - casual staff and higher duties.</p>	<p>Three funded New Scheme Teachers met weekly with the New Scheme Teacher mentor. Three other staff identified as early career teachers but not attracting funding also met with the New Scheme Teacher Mentor on a three week rotating roster.</p> <p>Three teachers have submitted their accreditation to NESAs. A further two teachers are gathering evidence sets and beginning to write annotations with the aim of completing their accreditation early 2021.</p> <p>The school established a Beginning Teacher Network with Ashcroft Public School to provide teachers at both schools a network with which to engage and share teaching experiences. Guest speakers included Toni Robinson the Teacher Quality Advisor and Felicity Young.</p>
Targeted student support for refugees and new arrivals	<p>\$6918 funding to support uniform and resourcing</p>	<p>The 'Better Buddies' program could not be implemented during Term 2 due to COVID restrictions with the community. All resources for this social skills intervention have been purchased and organised ready for lessons to commence each Friday afternoon. This program will greatly assist our students in developing the necessary social skills of asking for help, turn taking, playing and learning in shared spaces with other students and provide teacher's with the ability to apply strategic social skills toward new arrival students and those from refugee backgrounds.</p> <p>The referral process has been reviewed, flowcharted and teacher paperwork for referral has been reduced in an effort to direct the LST's ability to provide targeted interventions.</p> <p>All Student Plans have been listed on a spreadsheet and teacher's asked to ensure that these are up to date.</p> <p>Class profiles were updated and refugee data was included on these. Due to limited counsellor hours, we were unable to prioritise the student ILP's as planned.</p> <p>All students were provided with access to uniform and class resources through this</p>

Targeted student support for refugees and new arrivals	\$6918 funding to support uniform and resourcing	funding.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	114	121	121	139
Girls	97	99	90	86

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.7	91	91.2	76.9
1	87.4	89.3	88.8	80.2
2	89.1	91.4	89.2	80.4
3	87.1	93	93.4	79.5
4	90.2	91.5	91.3	83.5
5	94.4	88.7	88.8	80.5
6	90.5	92.9	91.3	76
All Years	89.6	91	90.5	79.7
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
Deputy Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	13.07
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	9.48
Other Positions	2

*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	713,610
Revenue	4,610,173
Appropriation	4,521,816
Sale of Goods and Services	14,433
Grants and contributions	29,706
Investment income	611
Other revenue	43,608
Expenses	-4,744,750
Employee related	-3,834,529
Operating expenses	-910,221
Surplus / deficit for the year	-134,577
Closing Balance	579,033

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	30,924
Equity Total	861,250
Equity - Aboriginal	39,504
Equity - Socio-economic	510,906
Equity - Language	130,309
Equity - Disability	180,532
Base Total	2,953,050
Base - Per Capita	60,881
Base - Location	0
Base - Other	2,892,168
Other Total	539,834
Grand Total	4,385,058

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2020 students, parents and staff participated in the Tell Them From Me feedback survey. The student survey measures factors that are known to affect academic achievement and other student outcomes. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The 'Focus on Learning' Survey is a self-evaluation tool for teachers and schools on Drivers of Student Learning and Dimensions of Classroom and School Practices. Responses are presented below:

Students

86% students have a positive sense of belonging - increase of 5% from 2019 and sits above state mean of 81%

88% Aboriginal students agree or strongly agree they feel good about their culture - 6% increase on 2019

81% Aboriginal students feel teachers understand their culture - 1% decrease on 2019

36% students are subjected to severe physical, social, or verbal bullying, or are bullied over the Internet. This represents a 5% decrease from 2019.

Students report a 0.3 increase in advocacy at school this is 0.8 above state average.

Parents

86% parents feel enough resources are provided

93% agree or strongly agree that the school helps students

On a ten point scale the average scores for Miller Public School can be seen below :

* 8.5 - My child is encouraged to do his or her best work. (NSW Govt mean 7.3)

* 7.9 - I feel welcome when I visit the school (NSW Govt mean 7.3)

* 7.8 - Written information from the school is in clear, plain language (NSW Govt mean 7.3)

Staff

94% staff agree that school facilities support effective practices

94% staff believe school leaders communicate their strategic vision and values for our school

94% staff believe school leaders are leading improvement and change

On a ten point scale the average scores for Miller Public School can be seen below :

* 8.8 - establish clear expectations for behaviour in their classroom (NSW Govt mean 7.5)

* 8.9 - use Individual Education Plans to set goals for students with special learning needs (NSW Govt mean 7.5)

* 8.2 - work with school leaders to create a safe and orderly school environment (NSW Govt mean 7.1)

In addition to the Tell Them From Me Survey parent feedback was sought through a Community Survey in Term 4. All families were provided with a Miller Public School Data Book that reported key achievements around the 2018-2020 School Plan and large funded programs. Parents were asked the following three questions :

* What has been the biggest positive of 2020 for your child at Miller?

Some of the answers included :

- Improvement in collaborating with others to work, support of teachers and office staff, increased confidence, new uniform, academic and social development, open communication, my children are happy, oztag at lunch, see saw, picking up on y child's learning and support needs.

* Name one thing we could do to go from being a GOOD school to a GREAT school?

Some of the answers included :

- Canteen was mentioned a number of times, more excursions, many parents were very happy with the way things were and wanted this focus to continue, opportunities for parents to meet at school

* What is one word that you would like to see in our new school vision? A vision is the goals we want to achieve.

Some of the answers included :

- team work, respect, kindness, inclusion, safe, learning, engagement

76 families responded to the survey either online or on the telephone when class teachers made calls to seek feedback.

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.