

# 2021 Annual Report

## Milperra Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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## School vision

At Milperra Public School we are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child in an inclusive environment. Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential in a happy, safe, and supportive learning environment in which everyone has equitable access to the curriculum and all achievements are celebrated.

## School context

Milperra Public School is located in South Western Sydney- Inner region with an enrolment of 303 students. The school consists of 278 mainstream students and 25 students in support classes with autism and/or moderate intellectual disabilities. 3.5% of students are of Aboriginal descent and 32% of students are from a non-English speaking background. The school has strong relationships with an energetic P&C consisting of parents, caregivers and the wider community. Milperra Public School has a proud sporting history, provides opportunities in the performing arts and promotes student responsibility respect, lifelong learning and a desire for students to stand by our motto to 'Aim High'.

We are continuing to develop our formative and summative assessment and reporting practices to be more consistent from Kindergarten to Year 6. More work needs to occur in analysing and triangulating our internal assessment data to external data. Improving community understanding of student cohort progress is an area of need. Professional learning in designing quality assessments and consistent teacher judgement within the school and across schools will be a focus. Personalised Learning and Support Plans (PLaSP) will continue to be used to promote growth and self-directed learning with structures put in place to support students with additional needs. The goals for students are to be informed by analysis of internal and external student progress and achievement data.

The wellbeing and engagement of our students remains a priority. Wellbeing programs will continue to be implemented to promote and strengthen positive relationships across the whole school. Tell Them From Me will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. We need to continue to analyse the impact of learning and support programs and make necessary adjustments in order to meet the needs of individuals or groups. Staff will be supported in developing innovative and contemporary programs and practices to enhance student engagement and motivation. Student focus groups will be continued with termly check ins to gain feedback on student wellbeing and engagement across the school. We have identified a need for students to be able to meet regularly with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. The implementation of quality communication structures will provide both qualitative and quantitative data on student and parent engagement.

Lessons and learning opportunities need to be explicit and engaging. Teachers will be supported in evaluating the effectiveness of their teaching practices. Teachers will implement innovative, evidence-based and future-focused practices. Teaching and learning programs will be collaboratively planned and monitored to ensure that all students are challenged and all adjustments lead to improved learning. Explicit teaching methods will be prioritised and reflected in class teaching programs and lesson observations.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

### Purpose

In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school process for collecting and analysing data and ensure that the implementation of appropriate curriculum provision for every student is underpinned by embedded evaluative practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data-driven practices
- Personalised learning
- Literacy and Numeracy Intervention

### Resources allocated to this strategic direction

**Professional learning:** \$520.89

**QTSS release:** \$37,441.78

**English language proficiency:** \$48,185.00

**School support allocation (principal support):** \$18,218.32

**Socio-economic background:** \$49,290.75

**Low level adjustment for disability:** \$67,270.80

### Summary of progress

The reason we have chosen this initiative was to drive improvement in student learning outcomes.

The processes and practices we developed are used to meet these measures included embedding whole school assessment schedule and assessment evaluation procedures for all staff. Monitoring and evaluating programs, targeted intervention programs and individual learning programs to ensure that they address the specific needs of the students at our school.

The impact of this work is evidenced by whole school assessment schedules, data gathering and analysis to ensure the effective evaluation of teaching and learning programs to guide the future direction and improvement in student learning outcomes.

To continue this improvement we will continuing using assessments in all classrooms and further refine consistent judgement to better inform our teaching practice. Staff will continue to collaborate and use student progress and achievement data to identify strategic priorities for continuous improvement.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The percentage of students in Years 3 and 5 achieving in the top 2 bands NAPLAN for reading achieves an uplift of 5-7% by 2021.	• NAPLAN scores indicate an uplift of 2% of students in Years 3 and 5 achieving in the top 2 bands for reading from 2019-2021. This is reflective of the amount of time students needed to engage in learning from home and the interruptions of COVID-19 to learning programs.
The percentage of students in Years 3 and 5 achieving in the top 2 bands NAPLAN for numeracy achieves and uplift of 5-7% by 2022.	• The percentage of students in Years 3 and 5 achieving in the top 2 bands for Numeracy had an uplift of 3% from 2019-2021.
Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 8-11%.	• 67% of students in Year 5 achieved expected growth in NAPLAN Reading. This was an uplift of 7.5%.

<p>Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 4-5%.</p>	<ul style="list-style-type: none"> <li>• 51% of students in Year 5 achieved expected growth in NAPLAN Numeracy. This is an uplift of 3.8%.</li> </ul>
<p>An increase by 10-15 percent of teachers providing evidence that they use data regularly to inform their practice</p>	<ul style="list-style-type: none"> <li>• Delayed initiative, COVID-19 disruptions in Semester 2 has required this work to be postponed to 2022.</li> </ul>
<p>An increase by 5-10% percent of teachers providing evidence that their assessment tasks allow for students to demonstrate the full range of their learning and mastery.</p>	<ul style="list-style-type: none"> <li>• Delayed initiative, COVID-19 disruptions in Semester 2 has required this work to be postponed to 2022.</li> </ul>

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

To ensure that all of our students are able to connect, succeed thrive and learn, there will be a planned approach to strengthen whole school wellbeing processes that support high levels of wellbeing and engagement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Engagement

### Resources allocated to this strategic direction

**QTSS release:** \$520.89

**Integration funding support:** \$88,882.00

**Low level adjustment for disability:** \$25,000.00

**Flexible Funding for Wellbeing Services:** \$1,041.78

**Professional learning:** \$836.00

: \$3,592.00

**Aboriginal background:** \$8,097.84

### Summary of progress

The reason for having chosen this initiative was to ensure that the school is Inclusive, Engaging and Respectful to all who attend. Students will have the opportunity to be a part of the wider community, as well as access to various extra-curricular activities. Our commitment to our students, parents and members of the community is a vital aspect of both our current and future development, and the teaching and learning environments at our school reflect the development of healthy, happy, successful and productive individuals.

The processes and practices developed to meet the needs of this initiative involved strengthening our current well-being practices, developing new and innovative practices, and allowing all students in the school to participate in various well-being and extracurricular activities.

The impact of this work is evident by an overall increase in participation by students in various activities across the school.

To further improve across the selected initiative, we will continue to provide opportunities for students to succeed and celebrate their success in a way that is meaningful to all participants. Students will be provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility through well-being practices and relevant activities.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
2021 TTFM student survey indicates an increase in positive wellbeing (advocacy, belonging, expectations) by 2%.	• Tell Them From Me data indicates 95% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is an up lift of 3%.
• An increase in positive student engagement by 3%.	• Student sense of belonging has increased by an uplift of 2% from 2020 (73% to 75%). • Student expectations for success has an uplift of 5% from 2020-2021 (94% to 99%).
An uplift of 2-4% of students attending 90% or more.	• The number of students attending greater than 90% of the time or more has decreased. However this is due to implications of Covid-19.

A 5-8% increase of students (across the school) being actively engaged in learning as measured by executive through the collection of learning data during classroom walk-throughs.

- The number of students actively being engaged in learning has increased by an uplift of 8% from 2020-2021.



## Strategic Direction 3: Explicit teaching through evidence-based practices

### Purpose

In order to ensure learning progress for all students, across the full range of abilities, we will adapt a whole school approach to implementing the most effective evidence-based teaching methods. Effective methods will be identified, promoted and modelled.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Excellence in Teaching
- Reflective Teaching Practice

### Resources allocated to this strategic direction

**Professional learning:** \$23,922.00

**Literacy and numeracy:** \$8,986.74

**QTSS release:** \$28,000.00

**Literacy and numeracy intervention:** \$47,090.00

### Summary of progress

The reason we have chosen our initiatives were to prioritise evidence-based teaching practices, particularly through explicit teaching, feedback and collaborative practices.

The processes and practices we developed to meet this need were professional development in Quality Teaching Practices, explicitly looking at Learning Intentions and Success Criteria and how to effectively provide feedback around your LISC. Observations were also conducted in Semester One and Planning Days provided in Stage Teams to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. Two staff members also attended professional learning in Quality Teaching Rounds to embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and provide explicit, timely feedback to staff members.

The impact of this work is evidenced by a collated whole school presentation of Learning Intentions and Success Criteria being used in Numeracy lessons across K-6 and how this impacted on student performance.

To continue this improvement, we will meet as the SIP SD 3 team and evaluate how to sustain the use of evidence-based procedures/practices in the classroom. We will support teachers to collaborate and embed LISC in their programs to improve student learning outcomes. SIP SD 3 team will also provide staff with professional learning around Quality Teaching Rounds with plans to form at least one Professional Learning Community (15% of staff) and conduct one QTR in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• An increase by 10% of teachers providing evidence that they use explicit teaching in most of their lessons.</li><li>• Effective classroom practice (explicit teaching) in the Teaching Domain of the School Excellence Framework is measured at Sustaining and Growing.</li></ul>	<ul style="list-style-type: none"><li>• Program evaluation data indicates the percentage of teachers using explicit teaching in most of their lessons has increased to 55% through the use of the InitialLit, PreLit and MiniLit programs.</li><li>• Self-Assessment against the School Excellence framework shows the theme of 'Explicit Teaching' to be Sustaining and Growing.</li></ul>
<ul style="list-style-type: none"><li>• An increase by 10-15% of teachers providing evidence that they give detailed feedback to students on how</li></ul>	<ul style="list-style-type: none"><li>• Tell Them From Me survey results from 2020 indicated that a school mean of 7.6 believed teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. This has</li></ul>

<p>they can improve their work.</p> <ul style="list-style-type: none"> <li>• Effective classroom practice (feedback) in the Teaching Domain of the School Excellence Framework is measured at Sustaining and Growing.</li> </ul>	<p>increased by 0.3 as the school mean for 2021 was 7.9.</p> <ul style="list-style-type: none"> <li>• Self-Assessment against the School Excellence framework shows the theme of 'Feedback' to be Sustaining and Growing.</li> </ul>
<ul style="list-style-type: none"> <li>• An increase by 20% of teachers providing evidence that they regularly observe their colleagues teach.</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed initiatives in Semester Two have required this work to be postponed to 2022.</li> <li>• Self-Assessment against the School Excellence framework shows the theme of 'Collaborative Practice and Feedback' to be at Delivering.</li> <li>• Observations feedback indicated that there is a need to foster opportunities for collegial discussion as well as timely feedback that builds upon quality teaching practices.</li> </ul>
<ul style="list-style-type: none"> <li>• An increase by 10% of teachers providing evidence that they work with students to develop challenging goals relevant to their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them From Me survey results indicate that 33% of students agree and 28% strongly agree that they set challenging learning goals to improve learning outcomes.</li> </ul>
<p>85% of teaching and learning programs across the school demonstrate that explicit teaching strategies are embedded in the delivery of most lessons.</p>	<ul style="list-style-type: none"> <li>• The Pre PL survey for 'Quality Teaching Practices' indicated that 55% of teachers display LISC and refer to them during the lesson. However, 40% of teachers are either not using them or not using them effectively as a formative assessment tool.</li> <li>• The Post PL survey for 'Quality Teaching Practices' indicated that 83% of staff have the knowledge and understanding of learning intentions and success criteria to embed in the delivery of lessons with no support and 11% can support others.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$88,882.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Milperra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted support for students enrolled in mainstream classes with a disability. The school learning and support team, including parents or carers, makes objective consideration of the Summary Profile with respect to the student and allocates levels based on adjustments required for each focus area. School learning and support officers are used support to the needs of individual students, and are used as a collaborative and consultative approach so that students themselves and their parents and carers are actively involved in decision-making</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued IFS for students who require it. Ongoing support to these students throughout their schooling.</p>
<p>Socio-economic background</p> <p>\$49,290.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Milperra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Designing and embedding assessment inclusive of success criteria within all teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> All programs continue to increasingly enhance quality of success criteria being produced and students are increasingly using success criteria to reflect upon their progress within lessons.</p>
<p>Aboriginal background</p> <p>\$8,097.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Milperra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul>

<p>Aboriginal background</p> <p>\$8,097.84</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Significant engagement of Aboriginal students in a variety of targeted learning experiences, increasing their knowledge of their cultural background. With the inclusion of Indigenous Education Support Coordinator to support teaching staff with personal learning pathways.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing with current practices with and emphasis on student engagement and cultural significance.</p>
<p>English language proficiency</p> <p>\$48,185.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Milperra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EALD teacher providing intensive small group support to target students identified at the beginning and emerging phase.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to evaluate student progression and provide targeted support for EAL/D students and for development of programs.</p>
<p>Low level adjustment for disability</p> <p>\$92,270.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Milperra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Intervention</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Targeted students selected for COVID Intensive Learning Support K-6 and engaged in specific intensive learning support programs</li> </ul>

<p>Low level adjustment for disability</p> <p>\$92,270.80</p>	<p><b>The allocation of this funding has resulted in:</b>  Student individual learning needs in Literacy and Numeracy being catered for through appropriate small group intervention.,</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to provide a balance of in class small group support as well as withdrawal to best support individual learning needs.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$1,041.78</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Milperra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Student Support Officer to support vulnerable students</li> <li>• employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Additional support by SLSO for small groups of students in classes to receive 1:1 support to better access the curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued SLSO support to ensure our students receive maximum support to achieve their learning goals and ensure that funding is appropriately allocated.</p>
<p>Literacy and numeracy</p> <p>\$8,986.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Milperra Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• teacher release to engage staff in InitialLit training</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  An explicit, structured and modelled literacy program to support students in developing strong, foundational reading skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To train staff and utilise decodable readers as part of the InitialLit program and implementing it across years 3-6.</p>
<p>QTSS release</p> <p>\$65,962.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Milperra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven practices</li> </ul>

<p>QTSS release</p> <p>\$65,962.67</p>	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Reflective Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff work collaboratively to observe, provide feedback and evaluate the effectiveness of teaching and teaching programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> All programs continue to increasingly enhance quality of success criteria being produced and students are increasingly using success criteria to reflect upon their progress within lessons.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Milperra Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reflective Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The explicit teaching and support for students in need of literacy and numeracy support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A new executive entitlement allocation for an Assistant Principal, Curriculum and Instruction is being phased in during 2022 and 2023 in schools with Preschool to Year 6 enrolments.</p>
<p>COVID ILSP</p> <p>\$133,736.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of an additional teacher to reduce class sizes to provide explicit and personalised teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

COVID ILSP

\$133,736.00

Continue to intensively support students learning that has been impacted by Covid-19.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	137	151	155	159
Girls	136	131	129	145

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.4	93.9	96.3	94.7
1	95.2	95.7	93.5	95
2	96.1	95	93.5	91.8
3	95.1	95.1	94.2	94.6
4	95	93.8	95.4	93.5
5	91	94.2	93.8	95.3
6	93.5	90.8	92.9	92.8
All Years	94.6	94.1	94.2	94
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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	6.82

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	143,713
<b>Revenue</b>	3,843,763
Appropriation	3,683,553
Sale of Goods and Services	1,884
Grants and contributions	157,981
Investment income	244
Other revenue	100
<b>Expenses</b>	-3,808,213
Employee related	-3,418,045
Operating expenses	-390,168
<b>Surplus / deficit for the year</b>	35,550
<b>Closing Balance</b>	179,263

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	88,882
<b>Equity Total</b>	190,302
Equity - Aboriginal	8,098
Equity - Socio-economic	41,353
Equity - Language	48,186
Equity - Disability	92,666
<b>Base Total</b>	2,965,015
Base - Per Capita	75,311
Base - Location	0
Base - Other	2,889,704
<b>Other Total</b>	203,473
<b>Grand Total</b>	3,447,672

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Milperra Public School has continued 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 15-20 parents attend the school's monthly P&C meetings. These are now mostly held online which has increased participation.

Numbers at whole school events was restricted due to COVID in 2021. We are hoping to see parents back onsite when the restrictions ease. MPS values parent involvement.

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. This has been significantly improved this year with all events and news displayed.

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. Facebook is now regularly used to share events and school news. This is well-received and has a large number of followers throughout the whole Milperra Community.

TTFM data indicates that parents, staff and students are satisfied with our school.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.