

2021 Annual Report

Milton Public School



'Enjoy The Present Day'

2565

Introduction

The Annual Report for 2021 is provided to the community of Milton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Milton Public School

Thomas St

Milton, 2538

www.milton-p.schools.nsw.edu.au

milton-p.school@det.nsw.edu.au

4455 1504

School vision

The Milton Public School Community aims to nurture its students with a focus on wellbeing, academic growth and social success. Every student is known, valued and cared for in a high quality, engaging learning environment where students are encouraged to think critically, creatively and reflectively. Collaborative partnerships and high expectations ensure our students become engaged members of society.

School context

Milton Public

School continues to grow and provide quality, public education to the students of Milton and surrounding villages. The school was established in 1877 and currently has an enrolment of 724 students. The student population includes 4% from language backgrounds other than English (LBOTE) and 6% identify as Aboriginal. We have 4 Multi Category support classes. Students enrolled in these classes are an integral part of our school.

Our school has a dynamic teaching staff, with a broad range of experience, interests and skills. Professional learning will continue to focus on the core subjects of English and Mathematics to ensure our students excel in these important key learning areas. Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have access to stage-appropriate learning. We will continue to build on the capacity of our teachers to successfully plan for and deliver quality differentiated instruction to all students. A consistent approach to behaviour management throughout the whole school will also be a focus. Our teachers are willing and able to provide a range of extracurricular activities for our students. There is an established culture of high achievement within the school which is reflected in our many successes in the academic, sporting, cultural and artistic arenas. The school community is very supportive of our school, with a proactive and thoughtful P&C Association as the major vehicle for parental involvement within the school.

Milton Public School teachers strive to create a positive and safe learning environment that enables students to learn and engage at school. We have an integrated whole-school approach to student behaviour, learning and wellbeing that is aligned with, and responsive to, the diverse needs of our students, staff and school community. The strategic improvement plan has been developed in strong consultation and in collaboration with the school executive, school staff, P & C and local Aboriginal Education Consultation Group

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

In order to build strong foundations for academic success and maximise student learning outcomes in literacy and numeracy, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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 Literacy
- Excellence in Numeracy

Resources allocated to this strategic direction

Aboriginal background: \$42,500.00
Per capita: \$7,712.00
Integration funding support: \$187,810.00
Low level adjustment for disability: \$182,783.00
Socio-economic background: \$93,058.00
English language proficiency: \$12,534.00
Literacy and numeracy: \$25,621.00
Location: \$16,382.00
Literacy and numeracy intervention: \$70,634.00
Professional learning: \$7,768.00

Summary of progress

Throughout 2021, teachers and School Learning Support Officers were allocated to support students in reading and numeracy. They facilitated a range of high-quality literacy and numeracy intervention programs. Summative assessment data showed student growth in reading levels, sight word recognition and attainment of stage outcomes. This is significant because it demonstrates the impact and effectiveness of our targeted intervention programs on student outcomes and the importance of monitoring student progress.

Our literacy focus area for 2021 was on the use of highly effective teaching practices to improve vocabulary across all subject areas. In numeracy, the key area of measurement featured significantly in Strategic Direction 1 this year. A Literacy team and Numeracy team were established to review and analyse student achievement data to design and deliver professional learning targeting our two focus areas. Teaching staff completed surveys to identify strengths, challenges and opportunities and help in the self-evaluation of literacy and numeracy against current evidence based research and practices.

Teachers from the Literacy team completed blended learning PL - 'Focus on vocabulary', and planned a consistent approach to leading this with teachers across the whole school. The Literacy team sourced useful and effective resources to enhance teachers understanding of how explicit teaching of vocabulary can be incorporated into classroom practice. In our 2021 plan, teachers were to receive professional learning to build knowledge in enhancing students' skills in reading with a specific focus on vocabulary, and in numeracy with a specific focus on measurement. Due to the disruptions to school operations caused by COVID restrictions the planned professional learning did not occur, this will become a priority in this initiative for 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
Increase in the percentage of students achieving in the top 2 bands in Reading in NAPLAN with an uplift of 4.0% to the school's lower bound system-negotiated targets being achieved.	Our internal and system data (Check-in assessment and NAPLAN) has indicated that our students are tracking towards the progress measure. We are confident that our 2022 focus in meeting the top 2 bands targets set for reading will be met.

<p>Increase in the percentage of students achieving in the top 2 bands in Numeracy with an uplift of 4.0% to the school's lower bound system-negotiated targets being achieved.</p>	<p>Our internal and system data (Check-in assessment and NAPLAN) has indicated that our students are tracking towards the progress measure. We are confident that our 2022 focus in meeting the top 2 bands targets set for numeracy will be met.</p>
<p>Increase in the percentage of students achieving expected growth in Reading with an uplift of 2.5% to the school's lower bound system-negotiated target being achieved.</p>	<p>Our internal and system data (Check-in assessment and NAPLAN) has indicated that our students are tracking towards the progress measure. We are confident that our 2022 focus in meeting the top 2 bands targets set for reading will be met.</p>
<p>Increase in the percentage of students achieving expected growth in Numeracy with an uplift of 2.5% to the school's lower bound system-negotiated target being achieved.</p>	<p>Our internal and system data (Check-in assessment and NAPLAN) has indicated that our students are tracking towards the progress measure. We are confident that our 2022 focus in meeting the top 2 bands targets set for numeracy will be met.</p>

Strategic Direction 2: Explicit Teaching and Assessment

Purpose

All teachers are committed to identifying and implementing evidence-based teaching strategies with an emphasis on providing students with constructive and actionable feedback and using assessment data to differentiate learning to meet the learning needs of students.

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.

- Explicit Teaching and Differentiation
- Effective Assessment and Feedback

Resources allocated to this strategic direction

Summary of progress

At the beginning of 2021, we appointed an Assistant Principal - High Performing Students to identify and provide enrichment programs for high performing students and build teacher capacity to improve growth and achievement for all high potential students. The focus of these programs was predominantly numeracy in years 4, 5 and 6. NAPLAN and Check-in assessment data showed that the percentage of year 5 students in the top 2 bands for numeracy remained the same, despite an unsettled year due to COVID lockdowns. Next year, this program will continue and the focus will be on formalising and revising the management of all enrichment opportunities provided across the school and building teacher capacity to cater for high performing and high potential students.

The 'Effective Assessment and Feedback' initiative focus was for teachers to be supported to use evidence based assessment programs including Essential Assessment to capture information about student learning, inform planning and differentiate teaching, leading to measurable growth. Throughout 2021, teachers used Essential Assessment and other data sources to develop individualised literacy and numeracy learning goals and communicate these to students. Teachers routinely reviewed learning goals with each student ensuring a clear understanding of how students could improve. In 2022, we will continue to use 'Essential Assessment' and other data sources to ensure a consistent approach to formative and summative assessment. The focus will be on having a planned approach to strengthen practices through the delivery of PL to staff to generate clarity about the use of data and evidence informed teaching strategies and developing staff capabilities in best practice regarding assessment and feedback.

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
Identified Year 4, 5 & 6 students will participate in high-quality enrichment programs.	Identified students from years 4, 5 and 6 participated in weekly enrichment programs, including the Maths Olympiad. NAPLAN and Check-in assessment data shows the percentage of year 5 students in the top 2 bands for numeracy remained positive.
'Essential Assessment' is used in years 2 - 6 to ensure a consistent approach to formative and summative assessment.	In term 3, 2021 at our staff development day, teachers undertook professional learning based on the effective use of 'Essential Assessment' to differentiate and guide teaching and learning. Throughout 2021, teachers used Essential Assessment in years 2-6 and other data sources in years K-2 to develop individualised literacy and numeracy learning goals and communicated these to students. Teachers routinely reviewed learning goals with each student ensuring a clear understanding of how students could improve. Student misunderstandings and misconceptions were addressed until mastery was demonstrated.

Strategic Direction 3: High Expectations and Collaborative Practice

Purpose

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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 and High Expectations
- Collaborative Practice

Resources allocated to this strategic direction

School support allocation (principal support): \$37,072.00

Flexible Funding for Wellbeing Services: \$3,000.00

Per capita: \$171,513.00

Professional learning: \$50,000.00

QTSS release: \$136,223.00

Summary of progress

A whole school review of attendance procedures was conducted over the past 2 years to revise and maintain attendance systems and processes to ensure student attendance data reflects better attendance rates above state averages. As a result of the attendance review, monitoring of students with attendance concerns is now part of weekly stage meeting agendas and new attendance procedures are consistently followed by all staff resulting in noticeable improvements in attendance rates. Our school was so successful at creating whole school attendance processes that it was selected to share quality practice with other schools in NSW.

Whilst our incidences of negative behaviour was minimal in 2021, a student wellbeing review of core values and behaviour management systems was conducted. Consistent school wide behaviour management systems and new core values were developed to reinforce consistent student management within classrooms and across the school. The positive impact is evidenced by a decrease in the amount of negative incidents and suspensions recorded by teachers compared to the amount recorded in the previous year. Next year, further activities will be planned to establish effective behaviour management evident-based procedures and processes aimed at building positive behaviours and learning environments, while reducing the occurrence of challenging and unsafe behaviours through proactive and preventive approaches.

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 amount of negative incidents and suspensions recorded by teachers on Sentral decreases compared to the amount recorded in the previous year.	Suspension rates at Milton Public School have declined with the implementation of restorative practice and high expectations.
The percentage of students attending at greater than 90% attendance is greater than the baseline of 76.4%.	Improved attendance procedures have led to an increase in the number of students attending more than 90% of the time, exceeding our baseline data. This well exceeds network and similar school groups Department of Education attendance percentages.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$187,810.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Milton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$93,058.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Milton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent.</p> <p>After evaluation, the next steps to support our students with this funding will be: Next year</p>
<p>Aboriginal background</p> <p>\$42,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Milton 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$42,500.00</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$12,534.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Milton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).</p>
<p>Low level adjustment for disability</p> <p>\$182,783.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Milton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>

<p>Location</p> <p>\$16,382.00</p>	<p>The location funding allocation is provided to Milton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: All students are able to access all school excursion opportunities and excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$57,768.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Milton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy • Excellence in Numeracy • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$3,000.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Milton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to provide individual transition preparation support to identified students • employment of Student Support Officer to support vulnerable students • staffing release to provide individual transition preparation support to identified students <p>The allocation of this funding has resulted in: The establishment of a school-wide core values driven student wellbeing system across the school.</p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$3,000.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue to roll-out the CORE values system and evaluate the effectiveness of the program.</p>
<p>Literacy and numeracy</p> <p>\$25,621.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Milton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Significant student improvement in targeted programs with 90% of students showing a benchmark gain of at least 3 levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>
<p>QTSS release</p> <p>\$136,223.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Milton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$207,974.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP \$207,974.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing intensive small group tuition for identified students who were absent due to Covid isolation. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Literacy and numeracy intervention \$70,634.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Milton Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	350	355	386	394
Girls	348	324	316	336

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.6	94.4	95.1	93.5
1	93.3	93.6	94.5	93
2	90.9	94.5	94.4	92.5
3	93	93.7	93.9	91.2
4	93.2	93.7	93.2	93.2
5	93.2	93.8	93.5	92
6	93.5	94.5	94.2	90.2
All Years	92.9	94	94.1	92.2
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	31.59
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	0.8
School Administration and Support Staff	8.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	-987
Revenue	7,804,734
Appropriation	7,507,556
Sale of Goods and Services	126,163
Grants and contributions	170,971
Investment income	44
Expenses	-7,699,308
Employee related	-7,125,418
Operating expenses	-573,890
Surplus / deficit for the year	105,426
Closing Balance	104,439

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.

	2021 SBAR Adjustments (\$)
Targeted Total	187,810
Equity Total	328,167
Equity - Aboriginal	39,791
Equity - Socio-economic	93,058
Equity - Language	12,534
Equity - Disability	182,784
Base Total	5,830,225
Base - Per Capita	178,567
Base - Location	16,382
Base - Other	5,635,276
Other Total	780,103
Grand Total	7,126,305

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.

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. This year, students in years 3 and 5 completed the NAPLAN tests online, apart from the year 3 writing assessment that was still a paper-based test. Both test formats assess students on the same curriculum content and results from both test formats are placed on the same NAPLAN assessment scale.

We are unable to compare the 2021 results with 2020 because NAPLAN did not proceed in 2020 due to the COVID-19 pandemic. However, a comparison with our 2019 NAPLAN data shows some very pleasing results, considering the disruptions to learning throughout 2020 and 2021.

Our year 3 NAPLAN data showed almost half (49%) of the students performed in the top two bands in Reading. There has been a decrease in the number of students achieving in the bottom two bands in Numeracy from 33% in 2019 to an outstanding 0% in 2021.

Our year 5 NAPLAN data has shown an increase from 12% in 2019 to 15% this year in students achieving in the top two bands in Writing. There were 24% of students in the top two bands in Reading and 26% in the top two bands in Numeracy.

The NAPLAN data for our Aboriginal students in year 3 has shown achievement in Reading, Writing and Numeracy is above state average. 44% of our Aboriginal students achieved in the top two bands in Reading as compared to the state average of 28%. In Numeracy, 33% achieved in the top two bands, this is 18% above the state average

The NAPLAN data for our Aboriginal students in year 5 has shown achievement is above state average in all areas. In Writing, 25% of our Aboriginal students achieved in the top two bands as compared to the state average of 6%. In Reading, 25% achieved in the top two bands as compared to the state average of 15%. In Numeracy, 16% achieved in the top two bands, this is 4% above the state average.

Parent/caregiver, student, teacher satisfaction

Our parents and broader community members were invited to take part in a survey asking them to what degree they agreed or disagreed with the following 4 questions:

1. I value the work and dedication of staff at Milton Public School
2. I support the schools CARE values of Care, Achieve, Respect & Engage
3. My efforts and contributions are valued by the school community (students, staff & community)
4. My child feels safe, cared for and supported in their learning at Milton Public School

The survey was advertised through our usual communication channels and was made available at the front office, presented to visitors on arrival and distributed to members who attended P&C meetings.

All those who took part rated each of the 4 questions in the 'high' category, which was the highest score available on the survey.

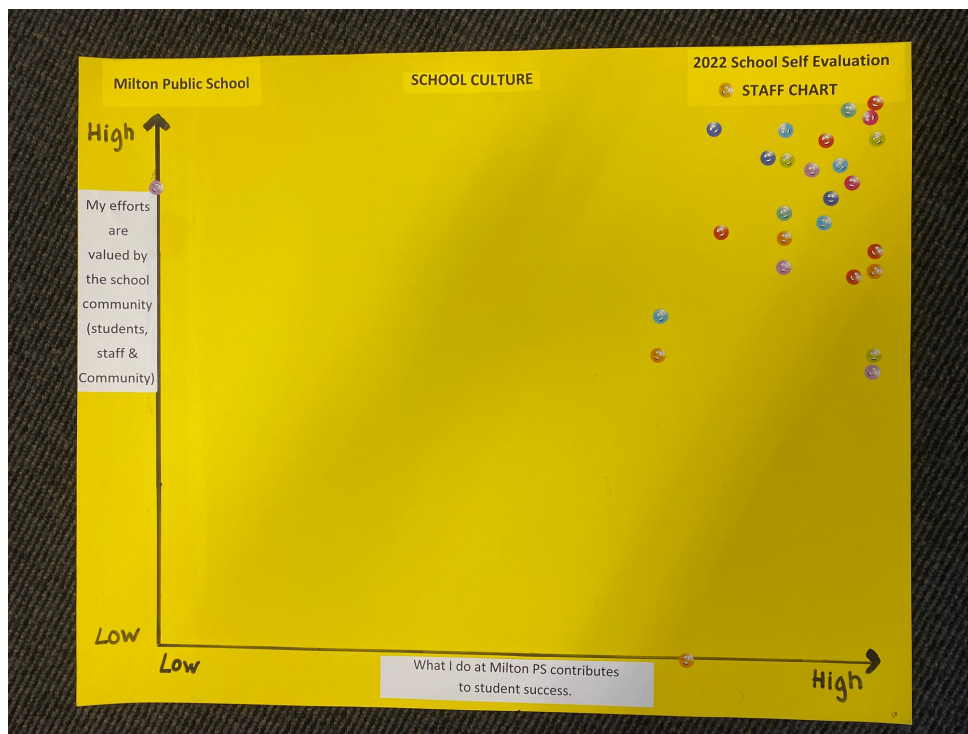
Student satisfaction with the school is considered high with a large number of students participating in many extra-curricular activities, high engagement in all aspects of school life and (considering Covid) a high daily attendance rate.

Staff were invited to take part in a staff satisfaction evaluation. This was communicated through the usual staff communication methods.

Staff were asked to what degree they agreed or disagreed with the following 2 questions:

1. My efforts are valued by the school community (students, staff & community)
2. What I do at Milton Public School contributes to student success

All staff who took part in the evaluation rated their sense of value and contributions to Milton Public School within the 'high' range.



Staff Satisfaction Survey

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 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

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.