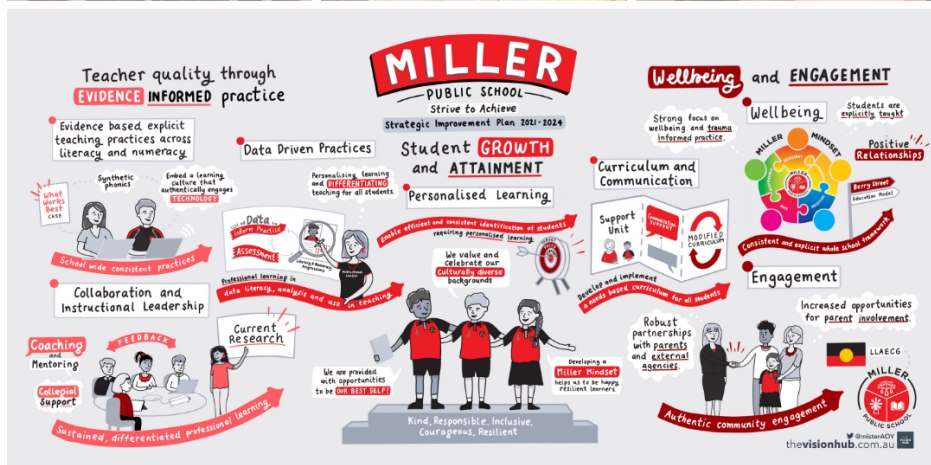


2021 Annual Report

Miller Public School



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Introduction

The Annual Report for 2021 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 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.

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Message from the principal

What a whirlwind of a year this has been.

Every year is an important year in our learning journey but 2021 will definitely stand out from the rest. However, with all change comes opportunity for new learning and growth, and that is something our school community has shown we can do on many levels this year. Our students, staff and parents have demonstrated patience, grit, the ability to learn independently, resilience and most of all perseverance. For our students your ability to adapt will become one of your greatest assets into your future. These skills will continue to be a great resource for you to draw from throughout your life.

In spite of the varied challenges we faced in 2021 I do take pride as the Principal of our school, in sharing this report as an authentic reflection of our achievements and areas for growth in 2022.

I thank the staff of our school for their passion and commitment, the leadership team for your ambition and drive, the parents for your honest engagement and our students for being our "why"; they are reason we aim high every day.

I do hope you enjoy this report.

Selena Gandy

Principal

School vision

At Miller Public School our vision is to be a safe and inclusive, collaborative learning community. Student engagement and wellbeing, authentic parent relationships and staff professional knowledge and practice will combine to develop happy, resilient learners.

School context

Miller Public School (enrolment 237 students, including 61% from a non-English speaking background and 39 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, learning, social and cultural programs aimed at ensuring all students have the opportunity to be their best self and engage in learning across a broad range of areas. To facilitate this the school values our diverse partnerships with external agencies.

Miller Public School is an Early Action for Success school and we promote a culture of collaboration through instructional leadership. Key school initiatives in Literacy include Synthetic Phonics. Student wellbeing is paramount in all school programs and students are encouraged to develop a Miller Mindset by actively demonstrating the school's core values of being kind, courageous, responsible, resilient and inclusive learners.

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 curriculum, sport, excursions and assemblies. The school is supported by an active P and C.

The whole school community, including the LLAECG, was consulted in a thorough situational analysis and the development of a shared community vision. This was followed by the development of a strategic improvement plan. Through our situational analysis three key directions were determined to drive school improvement over the next four years. To maximise student learning outcomes and provide opportunities for all students to grow and build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsible for the learning of individual students. We will ensure high quality student learning is underpinned by a systematic approach to improving teaching practice through collegial support and feedback; and to embed evidence based teaching practices across the school. We will ensure our teachers, families and other stakeholders collaborate to meet the cognitive, emotional, social, physical and spiritual needs of all students through a targeted approach to wellbeing and engagement.

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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

A need to develop the school's data driven practices became evident when reviewing the Situational Analysis, particularly reflecting school performance against system negotiated targets and internal data for Literacy and Numeracy. Targeted intervention will occur, using explicit data analysis and will drive personalised learning programs for all learners.

To support students within our seven class Support Unit, a communication system and modified curriculum will be implemented to meet the individualised learning needs for these learners.

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
- Curriculum and Communication

Resources allocated to this strategic direction

Low level adjustment for disability: \$161,388.32

Socio-economic background: \$166,070.40

Literacy and numeracy: \$2,400.00

English language proficiency: \$144,174.40

Professional learning: \$590.00

Summary of progress

Data Driven practices

The whole staff is beginning to use data to inform their teaching, reporting and the identification of student need. Further support and scaffolds are to be provided to assist teachers in analysing data and using it to identify student and programming needs. This will help make data days more effective in identifying specific student needs as teachers will have a deeper understanding of their students. Assessments and assessment practices are being reviewed to ensure that they are in line with syllabuses and school scope and sequences. Up-skilling of teachers will be achieved through ongoing professional learning on assessment delivery and data analysis with a move to more online assessment practices. The driving focus behind the revision of data and assessment is to ensure that what we do lines up with the elements of effective assessment. This will help ensure that data is useful and used for teaching and reporting by all teachers.

Personalised Learning

Data and assessment were used to drive personalised learning throughout the school. Personalised learning programs are documented along with a description of the program to ensure that parent and teachers are aware of the scope of programs. To support clarity and usability, Boost reports have been provided with clear markers of achievement to teachers. The markers of achievement are aligned to learning progressions and the syllabus so that teaching staff are able to have discussions with a consistent understanding of language and concepts.

Curriculum and Communication

The Support Unit staff have embarked on a journey of Professional Learning to develop their knowledge and understanding and ultimately build their capacity in supporting the communication needs of all students with disability. Staff demonstrate the skills necessary for the planning and assessment of student communication and have implemented a variety of specific teaching strategies, including the visuals2go app into the classroom and playground. The use of the Communication Assessment and the Literacy and Numeracy Pre Progressions has been used to track student growth and identify a clear indicator of student performance to plan and teach from. Reporting of students communicative needs occurs through the Individual Education Plan with the Pre Progressions used to support the writing of the learning gains and goals used to report to parents twice a year. The consistent approach communication, across the Support Unit has seen an improvement in student behaviour as communicative needs are being supported more effectively.

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
<p>NAPLAN Top Two Bands</p> <p>Increase the percentage of Year 3 and Year 5 students achieving in the top 2 bands of NAPLAN to be above the system-negotiated network target baseline of 9.7% (Reading) and 3.2% (Numeracy).</p>	<p>20.69% of Year 3 and Year 5 students are now in the top two skills bands for NAPLAN reading. This indicates achievement of the annual progress measure and falls between the lower and upper bound targets.</p> <p>5.4% of Year 3 and Year 5 students are now in the top two skill bands for NAPLAN numeracy. This indicates achievement of the annual progress measure.</p>
<p>NAPLAN Growth</p> <p>A minimum of 20 % of students achieve expected growth in NAPLAN Literacy (moving towards Lower bound system negotiated network target).</p> <p>A minimum of 20 % of students achieve expected growth in NAPLAN Numeracy (moving towards Lower bound system negotiated network target).</p>	<p>The percentage of students achieving expected growth in NAPLAN reading increased to 73.33% indicating achievement of the annual progress measure and exceeds the upper bound target.</p> <p>The percentage of students achieving expected growth in NAPLAN numeracy decreased to 53.33% indicating achievement of the annual progress measure and falls between the lower and upper bound targets.</p>
<p>School Excellence Framework</p> <p>Data skills and use elements of the School Excellence Framework are assessed at Delivering.</p>	<p>Self assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Data Skills and Use.</p>
<p>Phonics</p> <p>20% of students in K-2 achieve grade expectation in Phonics.</p>	<p>Plan 2 assessment data indicates the following level of achievement:</p> <ul style="list-style-type: none"> * 65% of Kindergarten students are achieving at or above grade expectation * 18% of Year 1 students are achieving at or above grade expectation * 41% of Year 2 students are achieving at or above grade expectation <p>Overall a total of 41% of K-2 students are achieving at or above grade expectation</p>
<p>Reading</p> <p>A minimum of 20% of students in Years K-6 are reading at the expected grade level.</p>	<p>Reading assessment data indicates:</p> <ul style="list-style-type: none"> * 24% of K-2 students are reading at or above grade level * 34.5% of 3-6 students are reading at or above grade level <p>Overall a total of 30% of K-6 students are reading at or above grade level</p>
<p>Numeracy - SENA</p> <p>A minimum of 20% of students in Years K-6 achieve at the expected grade level as assessed by the SENA maths assessment.</p>	<p>SENA assessment data indicates the following level of achievement:</p> <ul style="list-style-type: none"> * 70% of K-2 students are achieving at or above grade expectation * 14% of 3-6 students are achieving at or above grade expectation <p>Overall a total of 38% of all students are achieving at or above grade expectation</p>
<p>Processes are developed to support the identification of students requiring personalised learning intervention.</p> <p>Developing systems of intervention are evident for students requiring personalised learning intervention.</p>	<p>Staff surveys indicate :</p> <ul style="list-style-type: none"> * 100% staff find data days, as the process to identify students requiring personalised learning intervention, useful. * 100% staff indicate learning boosts had a positive impact on student learning outcomes

Staff demonstrate a developing understanding of data and use it to identify students requiring personalised learning intervention.	<p>* 75% staff indicate they are confident or very confident in using assessment and data</p> <p>* 87.5% staff indicate they use data for professional conversations around student learning and reporting</p>
<p>Support Unit Curriculum</p> <p>Staff have a more developed understanding of the pre-progressions curriculum and its application for students in the support unit.</p>	The Pre Progressions Survey indicates that 100% of the Support Unit teaching staff felt that they had a good understanding of the Pre Progressions and are confident when implementing these for assessment and reporting student growth.
<p>Communication System</p> <p>Staff develop their ability to use assessment tools to determine students individual communication needs.</p>	The Communication Survey indicates that 100% of the Support Unit teaching staff are confident in the implementation of the Communication Assessment to determine individual students communication needs.

Strategic Direction 2: Teacher quality through evidence informed practice

Purpose

Through the process of completing our Situational Analysis, staff identified the need to develop their knowledge, skills and understanding of evidence based teaching practices through instructional leadership and collaborative 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.

- Evidence based explicit teaching practices across literacy and numeracy
- Collaboration and Instructional Leadership

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$44,847.00

Early Action for Success (EaFS): \$102,907.80

Summary of progress

All Kindergarten to Year 6 teachers across mainstream and the support unit are continuing to refine their teaching pedagogy and implement evidence based teaching practices across literacy and numeracy. As a result of regular 5 weekly program collection points throughout the year, teachers are provided with constructive feedback to not only ensure that they are meeting NESA requirements, but are also providing a teaching and learning program suitable to the learning needs of the students in their class. Within programs, there is evidence that teachers are differentiating through instruction to meet the needs of all learners. There is evidence to suggest that evidence based teaching practices such as strategic questioning, grouping and formative assessment are also being used. Teachers reflections and evaluations are evident, as they are consistently refining their practice. Formal and informal lesson observations have occurred and constructive feedback has been provided to all teachers. Part of this process has seen all teachers work shoulder to shoulder with their supervisor on a weekly basis, inside each of their classrooms to further develop their teaching practices - this includes evidence based teaching practices such as the use of ICT for engagement, differentiated grouping strategies and the use of data to inform practice.

All teachers across mainstream and support were provided with one on one time with their supervisors in an Instructional Leadership capacity. Supervisors provided differentiated professional learning to meet the needs of each of their team of teachers. Phonological Awareness, Phonic Knowledge and Word Recognition was the K-2 Area of Focus for Term 1. Current research was used to highlight the "importance of" and "how to" teach phonics. This focus then led to collaborative program development, demonstration lessons and formal observations in order to refine practice. In Terms 2, 3 and 4 each stage worked at their own pace through the What Works Best as well as the What Works Best in Practice documents. All teachers and their supervisors engaged in discussion regarding each of the eight key teaching practices that are known to improve student outcomes. There were hopes to collaborate across the stage in regards to team teaching and observing other's practice, however, this did not happen face to face as the school was learning from home. Collaboration did still occur virtually and explicit teaching practices were observed and discussed as a team.

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
Evidence Based Teaching Practice Teachers demonstrate an emerging awareness of evidence based teaching practices that can be used to support learning for students in literacy.	100% of teachers across the mainstream and the support unit believe that at least one professional learning opportunity in 2021 has had a positive impact on their teaching. 70% of teachers agree that they are more confident using a range of assessments to measure student learning, progress and achievements due to Instructional Leadership sessions. 100% of teachers agreed that the Instructional Leader/AP/DP confidently shared evidence-based teaching strategies with them to improve student learning.
Collaborative Practice Collaborative practice occurs within	As a result of K-2 teachers collaborating during Instructional Leadership sessions, 100% of teachers agree that they have worked alongside the Instructional Leader to ensure that teaching and learning programs are

stage teams with scheduled opportunities for professional conversations around data	adapted as needed to support student learning. K-2 teachers also acknowledged that they had an area of expertise or confidence teaching a KLA and 100% feel confident enough to have a colleague observe. 100% of teachers worked with the Instructional Leader to decide on supports to achieve expected growth for their students. 70% of teachers across the mainstream and the support unit strongly believed that the Instructional Leader AP/DP worked with them to ensure that teaching and learning programs were adapted as needed to support student learning. 60% of teachers are now more confident using a range of assessments to measure student learning, progress and achievements due to collaborating with their Instructional Leader.
School Excellence Framework Learning and development element of the School Excellence Framework is assessed at Delivering.	Self assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Learning and Development.
Technology Staff demonstrate an emerging ability to engage technology effectively into classroom practice.	100% of teachers utilise technology in classroom practice. Data collected during home learning showed a shift in student engagement with technology from 2020 to 2021 and over 50000 posts were made by class teachers on See Saw in 2021. Additionally, teachers engaged in the use of at least five subscriptions across Key Learning areas to support curriculum delivery. 100% of School Learning Support Officer staff engaged in the use of technology to support student learning during home learning.
School Leadership Team School leaders demonstrate emerging skills as Instructional Leaders who are developing their knowledge and understanding of current research.	100% school leaders agree or strongly agree they confidently shared evidence based teaching practices with their team to improve student learning. 100% school leaders indicated they led professional learning that focused on the continuous improvement of teaching, as well as student learning through Instructional Leadership sessions. 100% school leaders feel more confident as an Instructional Leader since working alongside and engaging in professional learning presented by the Deputy Principal / Instructional Leader.

Strategic Direction 3: Wellbeing and engagement

Purpose

To embed wellbeing as a core focus at our school and to promote the engagement of parents, the community and external agencies in school programs.

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

Low level adjustment for disability: \$22,424.00

Socio-economic background: \$78,147.46

QTSS release: \$13,341.99

Literacy and numeracy: \$2,242.35

: \$2,000.00

Professional learning: \$20,000.00

Summary of progress

Wellbeing:

In 2021 there has been a strong focus on wellbeing using identified staff including the AP Wellbeing and Engagement. The AP Wellbeing and Engagement taught explicit lessons around the school's values and elements of the Berry Street Education Model to build the capacity of staff through demonstration lessons. The school's wellbeing system promoted student rewards such as postcards, morning tea with the Principal and merit awards. The AP Wellbeing and Engagement focused on student attendance by allowing students to spin the attendance wheel each morning, creating an attendance display for the staff, phoning parents about their child's absence, sending letters home regarding student attendance and working alongside the Home School Liaison Officer to improve student attendance. These initiatives have been successful in meeting the annual progress measures for attendance as the number of students attending greater than 90% of the time has increased by 38.1% to be at 68.6%.

Due to COVID-19 and Department of Education guidelines, the implementation of the Wellbeing program at Miller PS was modified to suit the online learning platform. Students were participating in wellbeing lessons in Seesaw, students were receiving awards and rewards in the post and the teachers were monitoring student attendance through online student participation and phone calls home to families.

Overall, the Wellbeing program has seen a decline in negative student incidents in the classroom and the playground and this is due to the school's access to resources, such as lunchtime clubs, staff professional learning opportunities and additional staff working with students.

The Department's guidelines and COVID-19 did provide challenges for the implementation of the Wellbeing initiative in 2021. Structured clubs had to be paused after Term 2 due to restrictions around students mixing with other cohorts. Berry Street training for staff was paused multiple times and staff were only able to participate in one session at the beginning of Term 2.

At the end of 2021 we were hoping to see a reduction in negative student behaviour and an increase in positive teacher-student relationships and the data gathered from students and staff indicates success in these areas.

As COVID has impacted agency involvement in 2021, we have been able to have virtual meetings and schedule agency supports throughout 2022.

The data that has been most helpful to evaluate the Wellbeing initiative this year is the data that has been gathered from the teacher and student surveys.

The key stakeholders of this Wellbeing initiative are staff, students, parents and outside agencies and our main communication channels are social media, emails, SMS messages, Skoolbag APP, Seesaw, phone calls and face to face interactions.

Engagement:

In 2021 there has been a focus on improving engagement with families through the use of whole school events including as Student-Led Conferences, Three-Way Parent Teacher Student Interviews, connecting families to Seesaw, working with outside agencies and engaging the community in school programs through letterbox drops.

COVID-19 and department guidelines have impacted the way our school has engaged families this year, however, we have been able to modify engagement initiatives by promoting online platforms.

Overall, the engagement initiatives have seen 52.08% of families connected to Seesaw, 44.16% of families attending the Student Led Conferences in Term 1, 2021 and 62.5% of parents attending the Three-Way Parent Teacher Student Interviews in Term 2, 2021.

Throughout 2021, there were eight programs that ran at Miller Public School in consultation with external agencies. As a result of this, 41.6% of students were involved in programs with external agencies.

Community Connect was scheduled to commence in Term 3 with the support of a bilingual SLSO each Monday afternoon. Staff were excited after the initial introductory meeting and parents were keen. Unfortunately the switch to Home Learning meant this could not go ahead as planned. Instead the SLSO engaged with families each week. She assisted families to connect with See Saw and class Zoom sessions and she checked in on daily and weekly attendance. Even though, we would have liked to meet families face to face, families were still engaged and supported to be involved in their child's education.

The data that was most helpful in evaluating the engagement initiatives were the survey results from staff and students. Our data collection process was also impacted by guidelines as we were only able to survey a small sample of students in the Years 3-6 cohort and we are awaiting survey results from parents.

At the end of 2021, we were aiming to improve relationships with families and have authentic partnerships with external agencies. Even though COVID-19 has impacted our school's engagement with families and outside agencies, the data gathered from surveys has suggested that relationships with families have improved through the use of Seesaw. Our school has been able to engage with new agencies including Souths Cares, Mission Australia, Aboriginal Got It!, 2168 Children's Parliament and Speech wise in face-to-face sessions and online learning platforms. As COVID-19 has impacted agency involvement in 2021, we have been able to have virtual meetings and schedule agency supports throughout 2022.

The key stakeholders of this engagement initiative are staff, students, parents and outside agencies and our main communication channels are social media, emails, SMS messages, Skoolbag APP, Seesaw, phone calls and face to face interactions.

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
Attendance Increase the percentage of students attending >90% of the time to be at or above 45% .	The number of students attending greater than 90% of the time has increased and now sits at 62.34%. This indicates achievement of the annual progress measure.
School Excellence Framework - Wellbeing Learning Culture and Wellbeing element of the School Excellence Framework is assessed at Delivering	Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Learning Culture and Wellbeing.
Suspension Data Analysis of suspension data shows that suspensions are minimised due to developing systems and mindsets, that provide the best wrap around support.	2021 suspension data indicates a 7.23% reduction in the percentage of students suspended. 2021 suspension data indicates a 62.5% reduction in total suspensions from the previous year.
School Excellence Framework -	Self assessment against the School Excellence Framework shows the

<p>Community Engagement</p> <p>Community engagement element of the School Excellence Framework is assessed at Delivering.</p>	<p>school currently performing at Sustaining and Growing in the element of Community Engagement</p>
<p>Engagement</p> <p>Authentic parent relationships are developing through regular, informal and formal conversations.</p> <p>Authentic partnerships with external agencies and services are developing to provide the best wrap around support</p>	<p>52.08% of families are connected to Seesaw.</p> <p>44.16% of families attended the student led conferences in Term 1, 2021.</p> <p>62.5% of parents attended the 3 way parent teacher interviews in Term 2, 2021.</p> <p>Throughout 2021, there were 8 programs that ran at Miller Public School with consultation with external agencies. As a result of this, 41.6% of students were involved in programs with external agencies.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,507.49</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • strengthening orientation and transition program for identified students • Subsidise school related costs for families who identify as refugees. <p>These may include but are not limited to school uniforms, camps and excursions.</p> <p>The allocation of this funding has resulted in: A daily 30 minute individual zoom being held during Home Learning in Term 3 to support our one new arrival student. This was attended by her class teacher and bilingual SLSO.</p> <p>All new families who enrol at Miller Public School are provided with a new school shirt, school jumper and school hat at no cost.</p> <p>Student participation at the Year 6 farewell was at no charge for all Stage 3 students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to support students in the above mentioned activities in 2022.</p>
<p>Integration funding support</p> <p>\$27,516.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Miller 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"> • Other funded activities <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 • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Targeted support for the identified students to support their engagement in the classroom and playground. All targeted students demonstrated more positive behaviours resulting in decreased negative behaviour incidents and a reduced number of suspensions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted funding for identified students will continue to be used to support their successful engagement in both class and playground environments.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Miller Public School who may be experiencing</p>

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Wellbeing
- Personalised Learning
- Data Driven Practices
- Curriculum and Communication
- Other funded activities

Overview of activities partially or fully funded with this equity loading include:

- additional staffing to implement wellbeing programs to support all students across K-6 in both the mainstream and support unit
- supplementation of extra-curricular activities including lunchtime clubs to support student wellbeing and engagement
- equitable access to specialist resources including a purpose built communication app and speech therapy for support unit students
- engage with external providers to support student engagement and retention through the employment of a school support officer through Your Dream Chaplaincy
- professional development of staff in the visuals2go app to support student communication and learning needs
- staff release to increase community engagement
- employment of additional staff to support MultiLit implementation
- employment of external providers to support students with additional speech and communication needs in K-2
- providing students without economic support for educational materials, uniform, equipment and other items
- additional staffing to implement Data Days bi-termly to support the identification of identified students with additional needs that require intervention through Learning Boosts
- employment of a school funded Deputy Principal to lead the implementation of school strategic directions
- additional staffing to create a ninth mainstream class to support wellbeing and behaviour management.

The allocation of this funding has resulted in:

Additional Staffing

82.4% of teachers who completed the survey stated that they utilised the AP Wellbeing and Engagement by engaging in DEM lessons, classroom support and engaging families. 11.8% of teachers who completed the survey did not utilise the AP Wellbeing and Engagement role as they did not have a class and 5.8% of teachers did not use the AP Wellbeing and Engagement role.

94.1% of staff stated that the AP Wellbeing and Engagement role was successful in supporting teachers and students in 2021.

Lunchtime Clubs

50% students attended lunchtime clubs and this has resulted in 36.78% decrease in negative student behaviour reports from the playground

Support Unit Speech Therapy and Communication Apps

The communication assessment has been used with 100% of students in the support unit. This tool Pre progressions have effectively been used across the entire support unit to track student growth and identify a clear indicator of student performance to teach from.

The teaching staff in the support unit have had two after school professional learning sessions and five in class support sessions to further extend their professional knowledge around the visuals2go app. The app has been installed on 20 iPads.

Chaplaincy

77.8 % teachers reported they found Mr Red supportive in classrooms.

100% of students stated they have a positive relationship with Mr Red.

Engagement

<p>Socio-economic background</p> <p>\$466,625.94</p>	<p>Throughout 2021, there were 8 programs that ran at Miller Public School with consultation with external agencies. As a result of this, 41/6% of students were involved in programs with external agencies.</p> <p>The AP Wellbeing and Engagement played a key role in monitoring attendance.</p> <ul style="list-style-type: none"> * Termly meetings with the HSLO to discuss student attendance and individual students. * Creation of an Attendance wall in a highly visible area within the staff room that identified the students in each class who attend school: at or above 90%, 85%-90% and below 85%. Teachers communicated the data from this wall to parents during the 3-way teacher, parent and student conferences. * 8 HSLP applications were submitted in 2021. <p>The current attendance rate is 88.5% with 57.3% (142) of students attending more than 90% of the time (The network averages are 85.4% and 48.7% respectively) 39 students (15.7%) attend between 85% and 90% The remaining 67 (27%) students attend less than 85% of the time.</p> <p>83.3% of teachers stated that attendance monitoring in 2021 was successful.</p> <p>MultiLit During Term 1, MacqLit and MiniLit programs were commenced. This involved upskilling SLSOs and Intervention teachers. A dedicated space was furnished and setup to support the delivery of the program. MacqLit and MiniLit sessions are predominantly delivered in the morning session to allow SLSOs to support students in class for the remainder of the day. During Term 1, 28 students were receiving MacqLit intervention across stage 2 and 3. MiniLit intervention increased to 28 students by the end of Term 1. In Term 2, 28 Students remainder on MacqLit and 23 on MiniLit. 95% of students are progressing through the lesson sequence at an acceptable rate. During Term 3, modified MacqLit and MiniLit activities were delivered through the Intervention Room in Seesaw. There was very low rates of engagement with this form of Intervention. These lessons were modified again to encourage engagement in Literacy activities through story sharing activities. In Term 4, a reduced program was offered dependent on cohorts and staffing. There were 8 MacqLit places available, and 24 MiniLit places available.</p> <p>K-2 Speech During Semester 1, 26 K-2 students were screened and comprehensive reports written. These reports were provided to Class Teachers and families. During Term 3, The program was paused. IN Term 4 the speec therapist attended two days of Miller Minis and assisted in screening pre Kinders for 2022.</p> <p>Student Assistance All students enrolled at Miller Public School were issued a new polo shirt and hat at the beginning of the school year. Additionally , new enrolments to the school were also issued a school jumper at no cost. Prior to winter we offered all families the opportunity to purchase a new school jumper at a significantly reduced price of \$10. The school subsidised the cost of the following events for students in 2021 :</p> <p>Year 6 Farewell for all Stage 3 students Support Unit sport PSSA Buses Rhythm Village music program - support unit Stage 1 Sydney Zoo excursion</p> <p>Data Days Three data days were held around home learning in 2022. These provided extremely valuable opportunities for teaching staff and Intervention team</p>
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<p>Socio-economic background</p> <p>\$466,625.94</p>	<p>members to work together. 100% staff indicated Data days were useful in identifying student needs.</p> <p>School Funded Deputy Principal (0.4 FTE) The Deputy Principal contributed to the daily operation of school activities by creating the school timetables, including, the intervention, RFF, SLSO and duty rosters. Managed the school mobile/casual phone and updating the daily organisation each morning and oversaw the general daily running of the school in collaboration with the Principal. The role was effective in building the capacity of the relieving members of the leadership team as Instructional Leaders as the Deputy Principal provided professional learning to the executive team. The executive team adopted a similar approach to IL across their team. This included the opportunity for all staff to read and discuss quality literature and DoE documents such as 'What Works Best and What Works Best in practice'. A model IL session was suggested for executive to alternate sessions between face to face PL and working shoulder to shoulder in the classroom.</p> <p>Additional Mainstream Class A ninth mainstream class was funded for the 2021 school year. 100% of teaching staff at Miller PS indicated smaller class sizes K-6 supported them in their role in 2021. Of significant note, staff highlighted the areas of classroom management (100%), affording the opportunity to build quality relationships with students (91.7%) and supporting staff wellbeing (83.3%) as benefitting the most. Whole school suspensions are significantly lower than previous years with a decrease from 33 in 2020 to 14 in 2021. NAPLAN results, whilst not totally able to be correlated with smaller class sizes, are all trending upwards for students in the top two bands for literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this allocation of funding will be used to support the following initiatives :</p> <ul style="list-style-type: none"> * School funded Deputy Principal Learning Wellbeing and Engagement (1.0 FTE) * Lunchtime Clubs * Chaplaincy * Additional staffing to support initiatives including Learning Intervention, * Student assistance to ensure all students can actively engage in all learning experiences * Data days
<p>Aboriginal background</p> <p>\$31,064.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Miller 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"> • Other funded activities <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • 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 <p>The allocation of this funding has resulted in:</p>

<p>Aboriginal background</p> <p>\$31,064.00</p>	<p>All Aboriginal students have a Personalised Learning Pathway that was collaborated in partnership with the student, AEO and parents. This has resulted in 67% of students achieving one or two of their PLP goals, 2% of students achieving all of their PLP goals and 31% of students working towards their PLP goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the AEO will work with the students, parents and classroom teachers to collaborate PLPs for all Aboriginal students enrolled at Miller PS.</p>
<p>English language proficiency</p> <p>\$144,174.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Miller 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • learning boosts for small group intensive support for students at all phases of learning as the core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to intervention staff • employment of additional bilingual staff to support Miller Minis (pre Kinder program) to support students entering Kindergarten in 2022 • employment of additional bilingual staff to support Student Led Conferences and Three-Way Parent Teacher Student Interviews <p>The allocation of this funding has resulted in: A total of 111 learning boosts were provided for EALD students at Miller Public School in both Literacy and Numeracy across 2021. An additional 20 students were supported by a bilingual SLSO in class.</p> <p>10 students were supported on a daily basis across 2021 in MultLit to provide intensive Literacy support.</p> <p>A daily 30 minute individual zoom was held during Home Learning in Term 3 to support our one new arrival student. This was attended by her class teacher and bilingual SLSO.</p> <p>91% of our Arabic families remained highly engaged during Home Learning with the support of the bilingual SLSO. Contact included phone calls, supporting access to technology, supporting communication with the class teacher around learning activities and monitoring of attendance.</p> <p>A Community Connect program was established at the end of Term 2 and was due to commence in Term 3. The introductory afternoon was held and attended by 22 families and a commitment was made to weekly Monday afternoon meetings. The transition to Home learning meant this could not eventuate.</p> <p>Creation of EALD portfolios to track EALD Progressions to better inform the allocation of EALD staffing and planning and evaluation of EALD programs. This facilitates the completion of the annual EALD survey and has resulted in an increase to our annual allocation from 0.8 to 1.2 for the 2022 school year.</p> <p>Student reports include a student's EALD phase and individual comment provided by the EALD intervention teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: The system of Learning boosts to support EALD learners will continue in 2022 as will the employment of a bilingual SLSO. This member of staff has</p>

<p>English language proficiency</p> <p>\$144,174.40</p>	<p>been invaluable in engaging our EALD families. Our goal is to reestablish our parent commitment to the Community Connect program.</p> <p>Other future directions include professional learning for all staff around EALD progressions, deeper analysis of NAPLAN results for this group of learners and an analysis of assessment methods used with these students.</p>
<p>Low level adjustment for disability</p> <p>\$183,812.32</p>	<p>Low level adjustment for disability equity loading provides support for students at Miller 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"> • Wellbeing • Data Driven Practices • Personalised Learning <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 • targeted students are provided with an evidence-based intervention through differentiated learning boosts to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of SLSO's to implement MultiLit a targeted approach to individual literacy instruction based on research. <p>The allocation of this funding has resulted in:</p> <p>Learning and support is seen by all staff as a priority and drives personalised learning for all students at Miller. All families are aware of the individual support their child is receiving through increased communication and individual letters for all identified students. A dedicated learning space has been established for intervention programs and teachers report student enthusiasm when attending targeted sessions.</p> <p>189 learning boosts have been provided for K-6 students in Literacy across 2021.</p> <p>55 learning boosts have been provided for K-6 students in Numeracy across 2021.</p> <p>A daily Intervention Room zoom was hosted during Term 3 Home Learning to support students who required individual support to engage in their learning. A total of 26 students engaged in this initiative. Additionally, an Intervention See Saw Boost class was established to provide differentiated learning activities for students who could not access their regular class work. A total of 93 students were invited to this classroom. This was provided in addition to their regular class work.</p> <p>Bi termly data days were hosted by the Learning and Support Assistant Principal to allow the intervention staff and class teachers time to collaborate around student data, reflect on boost progress and plan for future interventions. 100% of staff indicated the data days were useful in identifying student need. 87.5% of staff feel confident or very confident in their ability to analyse data as a result of these days.</p> <p>5 mainstream SLSO's were up skilled in running the MultiLit program. 100% SLSO staff have stated they feel valued for the role they play in supporting</p>

<p>Low level adjustment for disability</p> <p>\$183,812.32</p>	<p>student learning through purposeful teaching opportunities. 40 students were provided with daily intensive phonics based instruction on an individual or small group basis. 100% students made measurable improvements as a result of their participation.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this model of intervention will continue.</p> <p>87.5% of staff have indicated they would like further professional learning in data and assessment and this will drive the professional learning calendar for 2022.</p> <p>12.5% of teachers indicated they were not sure what boost their students had attended so the aim will be to increase class teacher awareness and ownership of this process to ensure all staff are aware of student intervention. We hope to achieve this through increased training and utilisation of Sentral as a system to support data entry and tracking.</p> <p>SLSO staff within the support unit will be up skilled in running Mutilit to allow this explicit intervention to be utilised for students within the support unit.</p>
<p>Professional learning</p> <p>\$20,590.00</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 Miller 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 • Curriculum and Communication <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist facilitators to unpack evidence-based approaches to working with students who have experienced trauma • engaging specialist therapists to lead the development of staff knowledge around communication systems <p>The allocation of this funding has resulted in: 100% of school staff, including teaching, administrative and support staff have completed Day One of the Berry Street Education Model. Staff identified the following as highlights of this professional learning :</p> <ul style="list-style-type: none"> * morning circle and the need to check in with each student * ready to learn plans and their role in setting students up for a successful day * the importance of brain breaks for student learning * the importance of building relationships <p>All staff are keen to engage in the remaining three days and build their bank of strategies to use within the classroom.</p> <p>100% of Support Unit staff participated in Professional Learning related to KWS - they learnt 36 basic key word signs that could easily be implemented with the classroom and playground for students with disabilities. Though informal classroom observations staff have been implementing basic KWS with students including hello, toilet, help, like, turn, want and now and further supporting the KWS with a communication visual that is worn on a lanyard.</p> <p>After evaluation, the next steps to support our students with this funding will be: The final three days of Berry Street training will be scheduled in the first half of 2022 to allow all staff to embed the key principles within their class program.</p>

<p>Professional learning</p> <p>\$20,590.00</p>	<p>Additional KWS training to be sourced and offered to all Support Unit staff to build on their current basic KWS understanding and support their implementation and use of KWS across all school settings. KWS practice activities to be introduced into fortnightly Support Unit team meetings to assist in the maintenance of staff competence and collegial sharing of expertise. Professional Learning in KWS to be delivered to all mainstream staff as all staff have contact with, and support students with disabilities at Miller PS.</p>
<p>School support allocation (principal support)</p> <p>\$12,108.00</p>	<p>School support allocation funding is provided to support the principal at Miller Public School with administrative duties and reduce the administrative workload.</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>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • An additional School Administration Officer was employed for one day per week in the office. <p>The allocation of this funding has resulted in: The employment of the additional SAO one day per week has primarily allowed time for increased engagement with our school community in support of Strategic Direction 3 of our school plan. Specifically the Miller Public School website is upgraded regularly with upcoming events, photos of recent events, notes and links to school social media.</p> <p>Daily text messages are sent to all students who are absent. This has supported the monitoring of student attendance and supported us in reaching our progress measure for 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: This model of staffing will again be employed in 2022.</p>
<p>Literacy and numeracy</p> <p>\$4,642.35</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Miller 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"> • Data Driven Practices • Wellbeing <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 • employment of an additional Learning and Support intervention teacher • teacher release to engage staff in data days • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: 100% staff engaged in bi termly data days to collaborate around student data, reflect on boost progress and plan for future interventions. 100% of staff indicated the data days were useful in identifying student need. 87.5% of staff feel confident or very confident in their ability to analyse data as a result of these days.</p> <p>School subscriptions were purchased for Reading Eggs online, Inquisitive, SeeSaw, Reading Eggs vocabulary and Storybox online. These subscriptions were instrumental in supporting student learning during home learning.</p> <p>SeeSaw has been a tool utilised by 100% of teaching staff throughout the</p>

<p>Literacy and numeracy</p> <p>\$4,642.35</p>	<p>whole school year. Student learning is shared with families, students can chose to post work, families can comment and give feedback and communicate directly with class teachers. Professional learning was conducted early in the year by the AP Wellbeing and Engagement for all staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this funding initiative is being provided through the implementation of the Assistant Principal Curriculum and Instruction role. These staff will work in class, shoulder to shoulder with teaching staff towards embedding explicit teaching practices.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Miller Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Collaboration and Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: 100% of teachers agree that during Instructional Leadership sessions, they received professional development that was focused on continuous improvement of their teaching, as well as student learning. 85.7% of teachers strongly believe that the Instructional Leader confidently shared evidence-based teaching strategies with them to improve student learning. 100% agree or strongly agree that they are now more confident using data to inform collective decisions about student learning due to Instructional Leadership sessions. 71.4% of teachers strongly believe that as a result of Instructional Leadership sessions, they are more confident evaluating the success of their teaching programs or specific intervention strategies at a group and individual student level due. 85% of teachers strongly believe that they worked together with the Instructional Leader to decide on supports to achieve expected growth for their students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Department funding will cease at the completion of 2021. In saying this, the positive impact that the instructional leadership approach has on supporting teachers in acquiring evidence based teaching practices to improve student outcomes highlights the importance of a similiar approach being implemented beyond 2021.</p>
<p>QTSS release</p> <p>\$54,825.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Miller 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 • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release of Deputy Principal Special Education to facilitate Instructional

<p>QTSS release</p> <p>\$54,825.70</p>	<p>Leadership, with Support Unit teachers, in relation to current research and best practice to build the capacity of teachers to explicitly teach, assess and implement quality opportunities for all students</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff in working with students impacted by trauma <p>The allocation of this funding has resulted in:</p> <p>DP IL</p> <p>As a result of the QTSS release funding, 100% of the Support Unit teachers have completed 4 chapters of the 'What Works Best' online professional learning modules with CESE within a collaborative model of Instructional Leadership. All Support Unit staff have reported that the course was relevant to their professional practice with 85.7% of teachers implementing changes to their current teaching practice as a result. Staff further report, in the IL - Support Unit Term 3 2021 Survey, that they really enjoyed working collaboratively during the Instructional Leadership process as they were able to discuss the professional learning modules with their colleagues.</p> <p>AP W&E</p> <p>As identified in the Wellbeing and Engagement survey 76% of all staff that completed the survey had taken advantage of the AP Wellbeing and Engagement role and reported that demonstration lessons, particularly ready to learn plans and learning about the brain were of most benefit. Staff reported that the AP Wellbeing and Engagement allowed for 'easier access to support for students with wellbeing issues' and 'increased engagement with students and the community'.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Employment of Deputy Principal Learning, Engagement and Wellbeing to continue to provide support and guidance in wellbeing, particularly in the establishment of classroom expectations including behaviour response and ready to learn plans.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Miller 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"> • Collaboration and Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • 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 <p>The allocation of this funding has resulted in:</p> <p>100% of mainstream teaching staff at Miller PS in 2021 have had weekly Instructional leadership sessions with their AP/DP to build their capacity around evidence based teaching practices.</p> <p>100% all teaching staff at Miller have completed 12 hours of professional learning based around the CESE What Works Best</p> <p>Additional professional learning also occurred around other key pieces of research including Effective Reading in the Early Years and Phonological Awareness, Phonic Knowledge and Word Recognition.</p> <p>Staff surveys around their engagement in this model of Instructional Leadership highlighted the following results :</p> <ul style="list-style-type: none"> * 93% of teachers felt their Instructional Leader confidently shared evidence based practices to improve student learning. * 86% of teaching staff felt they received professional development that is

<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>focused on continuous improvement of their teaching</p> <p>* 100% of teaching staff all agree or strongly agree they are now more confident using data to inform collective decisions about student learning as a result of their Instructional leadership sessions</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 Miller Public School will have two Assistant Principal Curriculum and Instruction leaders(1.4FTE) who will work shoulder to shoulder with all teaching staff. The aim will be to build on these strong foundations evidenced through our 2021 practices to further develop the skill set of all teachers using research.</p>
<p>COVID ILSP</p> <p>\$188,213.92</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>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 through data days. • providing targeted, explicit instruction for student groups in literacy and numeracy through intervention boosts • providing intensive small group tuition for students who were identified as High Potential or Gifted. • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in:</p> <p>As a result of COVID funding, additional small group learning boosts were offered in Literacy and Numeracy.</p> <p>229 learning boosts across Literacy and Numeracy were delivered by 4 staff through small group tuition. In addition, 10 students were provided with High Potential and Gifted group intervention opportunities. COVID interventionist staff delivered MiniLit intervention to 23 targeted students.</p> <p>6 students worked with an Aboriginal para professional through targeted boosts which focused on the development of their PLP goals. Aboriginal boosts embedded the key principles of the 8 Ways of Learning.</p> <p>Pre and post assessment data was tracked for all students engaging in intervention. Boost reports were developed and provided to all class teachers following a boost, during data day talks to provide feedback to teaching staff. 75% of teachers found these boost reports useful.</p> <p>11 students with high support needs within the support unit were assessed using the Literacy and Numeracy pre progressions. Specific activities were developed and then implemented during Home Learning.</p> <p>The Deputy Principal Support was asked to present to both the COVID ILSP South and North networks around our use of the pre progressions through this funding to support students with special needs. This presentation will now be used to upskill the APLAS team and presented statewide. Further to that the software developers of PLAN 2 will now meet with the DP Support and AP Intervention around our customised markbook and coding system as the pre progressions move to PLAN 2.</p> <p>A daily Intervention Room zoom was hosted during Term 3 Home Learning to support students who required individual support to engage in their learning. A total of 26 students engaged in this initiative. Additionally, an Intervention See Saw Boost class was established to provide differentiated</p>

<p>COVID ILSP</p> <p>\$188,213.92</p>	<p>learning activities for students who could not access their regular class work. A total of 93 students were invited to this classroom. This was provided in addition to their regular class work.</p> <p>After evaluation, the next steps to support our students with this funding will be: This model of intervention will continue in 2022.</p> <p>Boost reports will be enhanced to reflect feedback as growth. These reports will also be communicated to families.</p> <p>Aboriginal and High Potential boosts will be further developed to engage a greater range of students. NAPLAN data will be utilised to support the identification of these students,</p> <p>PLAN 2 will be further utilised to create boost focus areas to allow data tracking to feed directly into the learning progressions.</p> <p>Funding will be used to support the engagement of an allied health professional to work directly with students in the support unit to further enhance and develop our communication system. Additionally, the Deputy Principal Special Education will work closely with each teacher within the support unit to embed the pre progressions and visual communication system.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	121	121	139	137
Girls	99	90	86	95

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91	91.2	76.9	87.7
1	89.3	88.8	80.2	86.5
2	91.4	89.2	80.4	89.2
3	93	93.4	79.5	91.7
4	91.5	91.3	83.5	88.3
5	88.7	88.8	80.5	91.4
6	92.9	91.3	76	88.2
All Years	91	90.5	79.7	89.1
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)	1
Assistant Principal(s)	2
Classroom Teacher(s)	14.16
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 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	579,033
Revenue	4,915,587
Appropriation	4,874,300
Sale of Goods and Services	27,372
Grants and contributions	13,599
Investment income	217
Other revenue	100
Expenses	-5,185,130
Employee related	-4,490,137
Operating expenses	-694,993
Surplus / deficit for the year	-269,543
Closing Balance	309,490

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	92,194
Equity Total	888,133
Equity - Aboriginal	34,428
Equity - Socio-economic	521,221
Equity - Language	148,672
Equity - Disability	183,812
Base Total	3,129,038
Base - Per Capita	66,067
Base - Location	0
Base - Other	3,062,972
Other Total	550,837
Grand Total	4,660,203

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2021 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

89% of students try hard in their learning

77% of students have a positive sense of belonging

77% of students have positive relationships

95% students value school outcomes

Parents

100% agreed or strongly agreed they would recommend the school to other parents

100% agreed or strongly agreed the school provided enough resources

100% parents agreed or strongly agreed that the school helps students.

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

* 8.5 Teachers help students who need extra support (NSW Govt mean 6.7) and is an increase from 7.7 in 2020

* 8.6 My child feels safe at school (NSW Govt mean 7.4) and is an increase from 7.5 in 2020

* 8.5 The school helps prevent bullying (NSW Govt mean 7.4) and is an increase from 5.7 in 2020

* 8.2 Teachers have high expectations for my child to succeed (NSW Govt mean 7.3) and is an increase from 6.9 in 2020

* 8.9 My child is encouraged to do his/her best work (NSW Govt mean 7.3) and is an increase from 8.5 in 2020.

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 2021 School Improvement Plan and large funded programs. Parents were asked the following questions :

1) Select areas across the school that make Miller PS great and explain why?

94.9% of parents indicated the staff, office and support staff

69.2% indicated communication through See Saw, Skoolbag and Facebook

2) Tell us one thing that would make our school even better

Answers included - canteen five days, nothing everything is great, opportunities to nurture individual talents in dance, art

3) What hopes they had for their child beyond school

Answers included - excel in their studies, finish year 12, be kind and show respect, be happy with what they chose to do

Staff

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

* 8.5 teachers collaborate with other teachers about strategies that increase student engagement (NSW Govt mean 7.8)

* 8.4 set high expectations for student learning (NSW Govt mean 8.0)

* 8.9 establish clear expectations for classroom behaviour (NSW Govt mean 7.5)

In addition to the Tell Them From Me survey staff input is sought annually through the People Matter NSW public Sector Employee Survey, 83% of the staff at Miller PS engaged with this survey.

97% of staff felt there is good team spirit in their workplace

97% staff felt their manager communicates how their role contributes to the organisation's purpose

97% staff felt their manager encouraged people to keep improving the work they do

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.