

# 2022 Annual Report

## Milperra Public School



2560

# Introduction

The Annual Report for 2022 is provided to the community of Milperra Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

---

Milperra Public School

Pozieres Ave

Milperra, 2214

<https://milperra-p.schools.nsw.gov.au>

[milperra-p.school@det.nsw.edu.au](mailto:milperra-p.school@det.nsw.edu.au)

9773 8419

## School vision

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

## School context

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

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

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

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

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Professional learning:** \$11,000.00  
**AP Curriculum & Instruction:** \$120,456.80  
**Low level adjustment for disability:** \$94,347.00  
**Aboriginal background:** \$2,500.00  
**Socio-economic background:** \$49,290.75  
**Refugee Student Support:** \$687.68  
**English language proficiency:** \$53,991.38

### Summary of progress

This year we strengthened our assessment practices and ability to effectively analyse student progress, through the development of an assessment schedule for each stage of learning and regular analysis of student achievement data. We implemented evidence-based programs K-6 and Learning and Support team (LST) programs to promote growth and achievement. Teachers used formative and summative assessment data to accurately track and monitor student progress.

LST programs were somewhat interrupted this year due to staff shortages and LST staff being required to cover teachers on classes. This mostly impacted our Years 3-6 LST program. The K-2 LST program was consistent and student data indicates growth, particularly in the area of literacy.

The impact of the work for this strategic directions is evidenced by steady growth in external and internal data sources, programs that are responsive to all learners and teachers effectively utilising formative and summative assessment data.

To continue this improvement we will implement specific stage-based program to promote growth and achievement for students in literacy and numeracy. We will continue to reflect on teaching effectiveness and provide differentiated and responsive learning opportunities to all students.

In 2023 we will engage our school community to reflect on student progress and achievement data and support parents in being more active in their child's learning journey.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of students in Years 3 and 5 achieving in the top 2 bands NAPLAN for reading achieves an uplift of 7-10% by 2023.	29.17% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound system negotiated target.
Achievement of 2022 system-negotiated target:	27.94 % of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound system negotiated target.

<p>The percentage of students in Years 3 and 5 achieving in the top 2 bands NAPLAN for numeracy achieves an uplift of 7.3% by 2022.</p>	
<p>Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 11-14%.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. Internal school results as measured by PAT indicate steady growth in reading for Year 5 from 2021-2022.</p>
<p>Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 5-6%.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. Internal results indicate that 89% of Year 3 and 78% of Year 5 were measured at sound or above for numeracy for their semester 2 2022 reports as measured through Sentral data.</p>
<p>An increase by 15-20 percent of teachers providing evidence that they use data regularly to inform their practice</p>	<p>Classroom teacher survey results and observation of practice indicate an increase of 9% in the number of staff who use data regularly to inform their practice.</p>
<p>An increase by 10-15 percent of teachers providing evidence that their assessment tasks allow for students to demonstrate the full range of their learning and mastery.</p>	<p>Whole school monitoring of assessment and document analysis indicates a 15% increase in the number of teachers producing quality assessment tasks that allow students to demonstrate their learning and mastery.</p>

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

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

### Initiatives

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

- Wellbeing
- Engagement

### Resources allocated to this strategic direction

**Colour Run:** \$4,354.40

**P & C Grant:** \$20,000.00

**SRC Fundraiser:** \$4,000.00

**Integration funding support:** \$198,454.00

**Aboriginal background:** \$11,764.00

**Per capita:** \$8,000.00

### Summary of progress

This year we strengthened our current well-being practices, developed new and innovative practices, and provided all students with the opportunity to participate in various well-being and extracurricular activities. This was evidenced by the implementation of whole school well-being programs such as 'Healthy Heads, Healthy Hearts', additional extra-curricular opportunities provided to students and high functioning learning and support processes to support teachers and parents in actively supporting students.

We continued with our whole school PBL processes and reviewed our Student Welfare and Discipline policy to align with the Inclusive, Engaging and Respectful Schools policy .

The impact of the work in this strategic direction is evidenced by an overall increase in student engagement throughout the year as measured by class walk-through data. Classroom walk-throughs have enabled executive staff to monitor student engagement in a candid setting.

Students have had the opportunity and access to a wider variety of extra curricular activities, ranging from life skills, sporting activities, focus groups targeting students interests. Student participation in sport and extracurricular activities has increased overall, particularly in relation to inter-school sport and various gala days. Access to more opportunities and an increased number of sporting activities has enabled a larger number of students to participate, which has led to a substantial overall increase above the New South Wales Government Norm. Engagement in extracurricular activities has reached an all time high, as seen by 95% of students involved in at least one extra-curricular activity such as coding club, PSSA, leadership, dance, glee, garden club, Cooking with Kids and Maths Olympiad.

Attendance has steadily decreased since 2019 and is mostly attributed to the COVID-19. Suspension levels have drastically improved, with zero suspensions over the past year. The introduction of attendance awards in 2023 will aim to improve our attendance rate.

Our whole-school approach to well-being processes will continue in 2023 and we will continue to engage our students in their learning both inside and outside the classroom. We will work to strengthen the partnership between home and school to ensure high expectations of learning progress for all students is shared.

### 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
Achievement of system-negotiated target from TTFM:	Tell Them From Me data indicates 89.24% of students reporting a positive sense of well being (expectations for success, advocacy and a sense of

<ul style="list-style-type: none"> <li>Percentage of students with positive wellbeing (advocacy, belonging, expectations) to increase by 2.7%.</li> </ul>	<p>belonging at school) demonstrating progress towards the lower bound system-negotiated target of 90.9% of students.</p>
<ul style="list-style-type: none"> <li>An increase in positive student engagement by 5%.</li> </ul>	<p>Classroom walk-through data indicates an increase of 5% in positive student engagement demonstrating progress towards the school identified target.</p>
<p>Achievement of system-negotiated target- Attendance:</p> <ul style="list-style-type: none"> <li>An uplift of 4.2% of students attending 90% or more.</li> </ul>	<p>The number of students attending greater than 90% of the time or more has decreased by 22.58%, however; this data has been heavily impacted by the public health orders in place at the beginning of 2022 in relation to COVID 19.</p>
<p>An 8-10% increase of students (across the school) being actively engaged in learning as measured by executive through the collection of learning data during classroom walk-throughs.</p>	<p>Internal data collection as measured by classroom walk through indicate a 10% increase of students being actively engaged in learning demonstrating achievement of this school identified target.</p>



### Purpose

---

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

### Initiatives

---

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

- Excellence in Teaching
- Reflective Teaching Practice

### Resources allocated to this strategic direction

---

**Per capita:** \$3,794.99

**Professional learning:** \$2,325.00

**QTSS release:** \$7,616.00

### Summary of progress

---

This year we prioritised evidence-based teaching practices, particularly through explicit teaching, feedback and collaborative practice.

Staff were provided with teacher professional learning (TPL) in the area of Learning Intentions, Success Criteria (LISC) and displays to be presented centrally in the classroom. Stages have had a focus on creating consistent LISC across all numeracy programs within stage groups. From a pulse check, 77% of teachers had LISC displayed clearly and centrally in the classroom. They also referred to the LISC throughout the lesson. From program checks, 100% of numeracy lessons stated LISC at the begin of the lesson throughout K-6. K-2 staff were informed by new K-2 Mathematics Syllabus outcomes (2022), and Year 3-6 staff were informed by current K-10 Mathematics Syllabus outcomes (2012).

Staff were also provided with 'Learning Goals' to use collaboratively with students to provide them with next steps in their learning. Through Pulse Check data, 43% of K-2 staff are using writing goals effectively in the classroom. Some students were able to tell staff their goals for writing. 67% of 3-6 teachers had their students literacy, numeracy and personal goals displayed on student desks or on their walls.

Staff were provided with Professional Learning on Quality Teaching Rounds (QTR) to strengthen collaborative teaching practices, forming Professional Learning Communities (PLC) within their stage groups. Staff are upskilled in using the Quality Teaching Model (QTM) to code lessons.

Staff were provided with Professional Learning on Seesaw as a tool to facilitate effective partnerships in learning with parents and students. Classes were created across K-6 on Seesaw to provide students with a platform to exhibit their work.

What worked well was improved staff capacity on the QTM and QTR processes. Majority of classrooms also had LISC displayed in the classroom and were consistent across stage groups (K-2 and 3-6). What inhibited our work was staff shortages which meant we did not have enough casuals to successfully implement QTRs as classes were unable to be covered so that PLCs could observe their host.

The improvement we have seen has been evidence by staff capacity in the elements of the QTM and processes of the QTR. After Professional Learning in LISC in 2021, 100% of teachers now have included LISC in their Numeracy programs based on NSW Mathematics Syllabus outcomes. Through explicit teaching practices using InitialLit, Kindergarten students have seen a 19% growth in improvement based on end of year assessment data from 2021 and 2022.

To continue our improvement we will implement QTR from the start of 2023, having each member of the PLC host a round termly, and create groups with four members of each stage group.

### Progress towards achieving improvement measures

---

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• An increase by 20% of teachers providing evidence that they use explicit teaching in most of their lessons.</li> <li>• Effective classroom practice (explicit teaching) in the Teaching Domain of the School Excellence Framework is measured at Sustaining and Growing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning program evaluation data demonstrate a 12% increase of teachers using explicit teaching practices in most of their lessons, indicating progress towards the school identified target.</li> <li>• School self-assessment against the School Excellence framework shows the theme of 'Explicit Teaching' to be at Sustaining and Growing.</li> </ul>
<ul style="list-style-type: none"> <li>• An increase by 15-20% of teachers providing evidence that they give detailed feedback to students on how they can improve their work.</li> <li>• Effective classroom practice (feedback) in the Teaching Domain of the School Excellence Framework is measured at Sustaining and Growing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage meeting data indicates an increase of 5% of teachers providing evidence that they give detailed feedback on how they can improve their work, demonstrating achievement towards this school-identified target.</li> <li>• School self-assessment against the School Excellence framework shows the theme of 'Feedback' to be 'Sustaining and Growing'.</li> </ul>
<ul style="list-style-type: none"> <li>• An increase by 25% of teachers providing evidence that they regularly observe their colleagues teach.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff culture survey indicates progress is yet to be seen in the number of teachers providing evidence that they regularly observe their colleagues. Staff shortages due to COVID disruption impacted our ability to achieve this.</li> </ul>
<ul style="list-style-type: none"> <li>• An increase by 20% of teachers providing evidence that they work with students to develop challenging goals relevant to their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them From Me survey results indicate that progress is yet to be seen in the number of teachers working with students to develop challenging goals.</li> </ul>
<p>90% of teaching and learning programs across the school demonstrate that explicit teaching strategies are embedded in the delivery of most lessons.</p>	<ul style="list-style-type: none"> <li>• Monitoring of class programs and teaching practice indicates 100% of teaching and learning programs across the school demonstrating explicit teaching strategies.</li> </ul>

Funding sources	Impact achieved this year
Refugee Student Support \$687.68	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes in literacy for students who were part of the program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to work with students based on need.</p>
Integration funding support \$198,454.00	<p>Integration funding support (IFS) allocations support eligible students at Milperra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been well-supported and able to access learning tasks as a result of this support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students who receive IFS will continue to be supported through the use of SLSOs in consultation with the class teacher.</p>
Socio-economic background \$49,290.75	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Milperra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students are able to take part in activities equitably.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to ensure that all students take part in all curriculum offerings.</p>
Aboriginal background \$14,264.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Milperra Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$14,264.00</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students supported to develop and achieve personalised goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support Aboriginal students with goal-setting.</p>
<p>English language proficiency</p> <p>\$53,991.38</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Milperra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Growth in literacy development for EALD students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support EALD students through withdrawal groups and in class support.</p>
<p>Low level adjustment for disability</p> <p>\$94,347.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Milperra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Literacy and Numeracy Intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• support for students- Individual Learning Plans Developed</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Goal-setting and review meetings have taken place to agree upon set goals for students to meet their individual learning needs. This has resulted in students achieving their goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to ensure that review meetings take place for students with PLSPs.</p>

<p>QTSS release</p> <p>\$7,616.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Milperra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reflective Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of Quality Teaching Rounds to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Casual shortages meant that PL for all teachers is as far as we got with this process. APs were allocated time to attend courses and prepare for the implementation in 2024.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Up skill new staff in the area of QTR and then implement commencing Term 2.</p>
<p>COVID ILSP</p> <p>\$106,986.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Significantly improved outcomes in literacy for the Year 1 students who were part of this group.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to assess and develop a group of students to take part in the program each term.</p>
<p>Professional learning</p> <p>\$13,325.00</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 Milperra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven practices</li> <li>• Excellence in Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Professional learning</p> <p>\$13,325.00</p>	<p>Staff feel confident in using quality feedback in their classrooms with students. Students able to give quality feedback to each other.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning to be developed based on staff need determined through data analysis.</p>
---	--

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	151	155	159	157
Girls	131	129	145	152

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	96.3	94.7	89.8
1	95.7	93.5	95.0	90.3
2	95.0	93.5	91.8	88.9
3	95.1	94.2	94.6	89.1
4	93.8	95.4	93.5	91.4
5	94.2	93.8	95.3	89.5
6	90.8	92.9	92.8	91.5
All Years	94.1	94.2	94.0	90.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

---

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	13.97
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	6.82

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	179,263
<b>Revenue</b>	4,267,849
Appropriation	4,011,448
Sale of Goods and Services	1,440
Grants and contributions	243,540
Investment income	3,720
Other revenue	7,702
<b>Expenses</b>	-4,148,151
Employee related	-3,688,706
Operating expenses	-459,445
<b>Surplus / deficit for the year</b>	119,699
<b>Closing Balance</b>	298,962

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	199,142
<b>Equity Total</b>	212,081
Equity - Aboriginal	14,264
Equity - Socio-economic	49,291
Equity - Language	53,991
Equity - Disability	94,535
<b>Base Total</b>	3,153,695
Base - Per Capita	82,247
Base - Location	0
Base - Other	3,071,448
<b>Other Total</b>	313,804
<b>Grand Total</b>	3,878,722

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Milperra Public School has continued to have positive links with our parents/carers, as well as the wider school community. We recognise and value the importance of student, parent and teacher feedback as a crucial aspect of school improvement and the pathway to school excellence. We are looking at ways to increase parent participation in school surveys.

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

Overall, parent/carer participation in school life remains high, and this is evidenced through high attendance at all school events. All staff members continuously develop authentic, positive relationships with parents/carers, as well as through the following:

- An average of 10-15 parents attend the school's monthly P&C meetings. These were held both online and face-to-face in 2022.
- A large number of parents attending special events. MPS values parent involvement.
- The school's newsletter and weekly update is being electronically delivered through our School ENews App.
- Our electronic sign and message noticeboard, which regularly displays messages about current events and school achievements, as well as parent/carer reminders. This has been significantly improved with all events, news and photos displayed.
- Milperra Public School Facebook Page continues to provide an effective communication channel and positively promote what is happening within the school. This has provided an opportunity to connect with current families and potential enrolments. Facebook is now regularly used to share events and school news. This is well-received and has a large number of followers throughout the whole Milperra Community.
- The whole school utilising SeeSaw as a means of sharing student learning and opening communication with parents.

Student voice is important and valued at Milperra Public School. Our Tell Them From Me data indicates that a large majority of our students are satisfied with our school. All decisions that affect a large majority of our students are made through a consultative process with all key stakeholders. We will work in 2023 to increase the number of parents providing input into reflective practice in a range of areas.

In a recent staff culture survey, it was determined that all staff enjoy working at our school. We are lucky to have such a dedicated, collegial and hard-working team who make learning and well being a priority.

# 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.

## Aboriginal Education - School statement

---

***what have we done- respond to policy***

## 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.

## Anti-Racism - School statement

---

***what have we done- respond to policy***

## 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.