

2022 Annual Report

Milton Public School



'Enjoy The Present Day'

2565

Introduction

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

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

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School vision

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

School context

Milton Public

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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>

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Excellence in Literacy
- Excellence in Numeracy

Resources allocated to this strategic direction

Aboriginal background: \$53,441.00

Socio-economic background: \$96,255.00

Per capita: \$76,758.00

English language proficiency: \$13,142.00

Low level adjustment for disability: \$194,012.32

Integration funding support: \$145,034.00

Location: \$17,598.00

Professional learning: \$27,060.00

Summary of progress

Our literacy focus for 2022 was on the use of highly effective teaching practices to improve vocabulary across all subject areas. Teachers participated in high-impact professional learning and were guided through the process of developing consistent evidence-informed practices across the school. Teachers planned the inclusion of quality vocabulary activities in their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes tracked through the collection and analysis of assessment data has shown improvement across the school in vocabulary results. Anecdotal data and student work samples indicate an improvement in vocabulary use.

In numeracy, the key area of measurement and geometry featured significantly in Strategic Direction 1 this year. Teachers explored and analysed assessment data to develop a shared understanding across staff about the need to improve in this area. Teachers participated in professional learning to broaden their understanding of how the content builds from kindergarten to year 6 in measurement and geometry. Further professional learning was planned but due to other priorities such as preparing for new syllabus implementation and staff shortages due to COVID, the planned professional learning did not occur. This will become a priority for 2023 if assessment data still indicates that measurement and geometry are a future area of focus.

Throughout 2022, the Learning and Support team (LST) worked with students across K-6. Targeted intervention programs focused on literacy, numeracy, and wellbeing. Data was consistently used to make informed decisions around targeted intervention and personalised instruction. Students who received LST intervention were closely monitored through a 5-week cycle and were assessed to evaluate and modify learning experiences and to determine 'where to next'. Stage 1 students requiring reading support participated in the MiniLit explicit phonics program. 100% of these students showed growth in the number of single sounds they could recognise and their ability to segment and blend CVC words increased. Intensive 1:1 daily instruction with a focus on phonics and sight words was provided to students who were working well below year level. Year 3 NAPLAN data shows there was an improvement in 'strategies and knowledge to fluently read a range of texts'. This is significant because it demonstrates the impact and effectiveness of our targeted intervention programs on student outcomes and the importance of monitoring student progress.

Moving into 2023, the Learning and Support Team will continue to use whole school data to make informed decisions around individual and small group interventions. MiniLit and MultiLit programs will continue to be used to support students in Year 1 and those in Stage 2 and 3 who have difficulties in the area of phonics and reading. The LST will provide mathematics support to cater for students who are working below stage level.

Next steps

- Further embed, strengthen and improve teacher capacity in the teaching of vocabulary.
- Reading fluency teaching, learning and assessment for years 3-6 will be a focus area in 2023
- K-2 teachers will be supported to implement the new K-2 English and Mathematics Syllabuses in 2023.

- Measurement and Geometry teaching, learning and assessment will be a focus area in 2023.
- An increase in the amount of support (LaST & SLSO) allocated across years 3-6 to support Literacy and Numeracy improvement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>NAPLAN- Top 2 bands Reading</p> <p>Increase in the percentage of students achieving in the top two bands in Reading in NAPLAN with an uplift of 6.9% to the schools lower bound and system-negotiated targets being achieved.</p>	<p>Our internal and system data (Check-in assessment and NAPLAN) has indicated that our students are tracking towards the progress measure. Programs are in place in 2023 with a focus on increasing the percentage of students in the top 2 bands for reading.</p>
<p>NAPLAN- Top 2 bands Numeracy</p> <p>Increase in the percentage of students achieving in the top two bands in Numeracy in NAPLAN with an uplift of 6.6% to the schools lower bound and system-negotiated targets being achieved.</p>	<p>Our internal and system data (Check-in assessment and NAPLAN) has indicated that our students are tracking towards the progress measure. Programs are in place in 2023 with a focus on increasing the percentage of students in the top 2 bands for numeracy.</p>
<p>Increase in the percentage of students achieving expected growth in Reading with an uplift of 2.5% to the school's lower bound system-negotiated target being achieved.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Increase in the percentage of students achieving expected growth in Numeracy with an uplift of 2.5% to the school's lower bound system-negotiated target being achieved.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Explicit Teaching and Assessment

Purpose

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

Initiatives

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

- Explicit Teaching and Differentiation
- Effective Assessment and Feedback

Resources allocated to this strategic direction

QTSS release: \$148,133.00

Per capita: \$45,000.00

Literacy and numeracy intervention: \$72,400.00

Literacy and numeracy: \$25,621.00

Professional learning: \$24,873.00

Summary of progress

High performing students were identified and our Assistant Principal for High Performing Students provided enrichment programs to improve growth and achievement for all high potential students. The focus of these programs was predominantly numeracy in years 1-6. NAPLAN and Check-in assessment data indicated that the programs have been successful with the percentage of year 3 students in the top 2 bands for numeracy increasing in 2022 compared to last year. Assessment data indicated the top performing students continued to perform and maintain excellence in their academic results. High potential students participated in a critical and creative thinking program, based on the Tournament of Minds program which focused on collaborative thinking and higher order literacy skills with a dramatic performance as a conclusion. Student and parent feedback about our enrichment program was overwhelmingly positive. Next year, similar enrichment programs will continue and the focus will be on formalising and revising the management of all enrichment opportunities provided across the school and building teacher capacity to cater for high performing and high potential students within the classroom.

Next Steps

- Audit assessment strategies and tools for effective teaching and learning. Create a cohesive K-6 assessment schedule.
- Review of how assessment data is used to drive the teaching of reading and numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Identified Year 3-6 students will participate in high-quality enrichment programs.	25% of students in grades 3-6 participated in mathematics enrichment lessons once a week in terms 1-4. 20% of students in Years 1 & 2 participated in mathematics enrichment lessons once a week in Term 3. 14% of students in Stage 2 and 14% of students in Stage 3 participated in a literacy based Critical and Creative Thinking group over Terms 2 & 3.

Purpose

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Explicit systems are embedded to facilitate professional collaboration leading to improved teaching 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.

- Wellbeing and High Expectations
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$8,250.00

Per capita: \$69,000.00

Summary of progress

This year we planned to review Learning Support Team processes and procedures to improve systems for the identification and support of students. This review is in its infancy and will continue in 2023. It was not fully completed because of time constraints and staff shortages due to COVID.

Attendance procedures continued to be monitored to ensure student attendance data reflects attendance rates at or above state averages. Monitoring of students with attendance concerns occurs at weekly meetings. Attendance procedures are consistently followed by all staff. This practice has been shared with other schools in NSW.

School wide positive behaviour management systems and CARE core values reinforced classroom and playground management across the school. Consistent systems ensured effective behaviour management and communication between school and home regarding expectations for learning, behaviour, responsibility and accountability. Playground and bus line expectations were reviewed, improved and implemented. Expectations were clear, rules followed and consequences applied as required. The positive impact is evidenced by a decrease in the number of negative incidents and suspensions recorded by teachers compared to the amount recorded in the previous year. Next year, plans are in place to implement revised reflection procedures for significant or continued breaches of behaviour. This is aimed at building positive behaviours and learning environments through proactive and preventive approaches.

Teachers participated in targeted high impact professional learning linked to their individualised Professional Development Plan goals and the school's Strategic Improvement Plan initiatives. Teachers were overwhelmingly positive about professional learning that was individually targeted to their professional needs rather than a whole-school approach.

Next Steps:

- Improve Learning Support Team procedures.
- Develop a shared understanding to reaffirm consistent behaviour management systems.
- Reflective practices and preventative measures will be implemented to reaffirm consistent expectations for behaviour.

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
82.4% of students attend at greater than 90% attendance	Attendance data indicates 73% of students are attending school 90% of the time or more indicating progress toward the system-negotiated target was not seen in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$145,034.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Milton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$96,255.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Milton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Stage 1 Early Intervention Program, Stage 2 & 3 Literacy and Numeracy Support program implementation. • employment of additional SLSO staff to support Stage 1 & 2 literacy program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students completed the NAPLAN tests online, apart from the year 3 writing assessment that was still a paper-based test. Both test formats assess students on the same curriculum content and results from both test formats are placed on the same NAPLAN assessment scale.</p>

<p>Socio-economic background</p> <p>\$96,255.00</p>	<p>A comparison of the results from 2022 with our 2021 NAPLAN data shows some very pleasing results, considering the disruptions to learning throughout 2020 and 2021.</p> <p>Our Year 3 NAPLAN data showed one third of the students performed in the top two bands in Numeracy. There has been a 3.5% uplift in students in the top 2 bans from 2021 to 2022. In Reading, more than half (54.7%) of the Year 3 students are in the top two bands. This is a 5.2% uplift from 2021 to 2022. The amount of Year 3 students achieving in the bottom 2 bands for Reading dropped from 16.2% to 10.4%. Our Year 3 students are achieving above state and statistically similar school groups (SSSG) in Reading and Writing.</p> <p>Our year 5 NAPLAN data has shown an increase from 25% in 2021 to 27% this year in students achieving in the top two bands in Reading. There were 21% of students in the top two bands in Numeracy and 15% in the top two bands in Writing.</p> <p>After evaluation, the next steps to support our students will be: Revise and refocus funding to ensure we are targeting students with the greatest needs. Continue to monitor and use data to ensure our programs are achieving expected growth targets.</p>
<p>Aboriginal background</p> <p>\$53,441.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Milton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 the following impact: The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$13,142.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Milton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase

<p>English language proficiency</p> <p>\$13,142.00</p>	<ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 1 and Early Stage 1 participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$194,012.32</p>	<p>Low level adjustment for disability equity loading provides support for students at Milton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>

<p>Location</p> <p>\$17,598.00</p>	<p>The location funding allocation is provided to Milton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$60,183.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Milton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Literacy • Excellence in Numeracy • Effective Assessment and Feedback • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Building of teaching and leadership capacity in classroom practice • Providing relief to increase collaboration and professional learning within each stage <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$25,621.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Milton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Assessment and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students

<p>Literacy and numeracy</p> <p>\$25,621.00</p>	<ul style="list-style-type: none"> • teacher release to engage staff in [program name] <p>The allocation of this funding has resulted in the following impact: An increase in the average benchmark level in Kindergarten from 9 to 13 an increase in the average Year 1 benchmark level from 17 to 21 a 20% increase in Stage 1 students participating regularly (weekly) in the home reading program.</p> <p>After evaluation, the next steps to support our students will be: Teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>
<p>QTSS release</p> <p>\$148,133.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Milton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Differentiation • Effective Assessment and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,400.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Milton Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Assessment and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • employment of an instructional leader to address literacy and numeracy

<p>Literacy and numeracy intervention</p> <p>\$72,400.00</p>	<p>learning needs and implement differentiated and personalised intervention for students</p> <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students will be: Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$166,380.00</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>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/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	355	386	394	397
Girls	324	316	336	333

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	95.1	93.5	87.4
1	93.6	94.5	93.0	85.7
2	94.5	94.4	92.5	85.4
3	93.7	93.9	91.2	85.2
4	93.7	93.2	93.2	82.8
5	93.8	93.5	92.0	84.8
6	94.5	94.2	90.2	84.1
All Years	94.0	94.1	92.2	85.1
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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	31.66
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	0.8
School Administration and Support Staff	8.47

*Full Time Equivalent

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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	37,361
Revenue	8,123,062
Appropriation	7,778,193
Sale of Goods and Services	165,736
Grants and contributions	177,660
Investment income	1,373
Other revenue	100
Expenses	-8,031,833
Employee related	-7,456,867
Operating expenses	-574,967
Surplus / deficit for the year	91,229
Closing Balance	128,590

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 SBAR Adjustments (\$)
Targeted Total	145,034
Equity Total	356,850
Equity - Aboriginal	53,441
Equity - Socio-economic	96,255
Equity - Language	13,142
Equity - Disability	194,012
Base Total	5,977,624
Base - Per Capita	190,758
Base - Location	17,598
Base - Other	5,769,267
Other Total	832,098
Grand Total	7,311,605

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

Surveys were distributed to parents, staff and students to gauge the extent of satisfaction each cohort felt towards different aspects of the school.

182 families, 33 staff and 150 students took part in the survey.

Most parents were very positive and satisfied with the school, however quite a few parents mentioned how much they miss Dojo as a class communication tool. Dojo was discontinued following the Department of Education's (DoE) third party privacy policy. The school is currently seeking an alternative way of providing a similar class communication method within the DoE's approved providers.

It was very encouraging to see that about 92% of parents would recommend Milton Ps to other parents either all of the time, or most of the time.

The Staff survey indicates that most (95%) of staff feel they are adequately supported to do their job well (Q1) and feel valued and part of the team. (Q2).

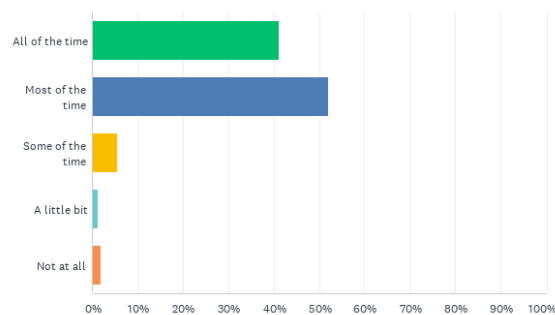
Whilst most staff (85%) felt that collaboration and consultation were key factors of the school's culture (Q5), 15% indicated this happened only some of the time or a little bit.

68% of students said that they enjoyed coming to school either all of the time or most of the time.

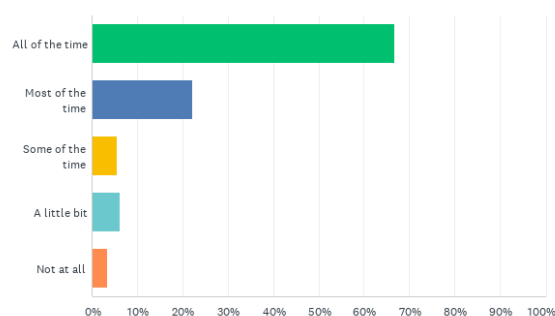
It is very encouraging to see that almost 90% of students feel that their teacher cares for them all of the time, or most of the time.

Whilst most students (76%) feel safe at school all or most of the time, the remaining 24% had varying degrees of not feeling safe at school. Comments received indicated that some children would rather be home, don't feel safe when the school has a lockdown or evacuation drill or when some students act in an unsafe way in the playground.

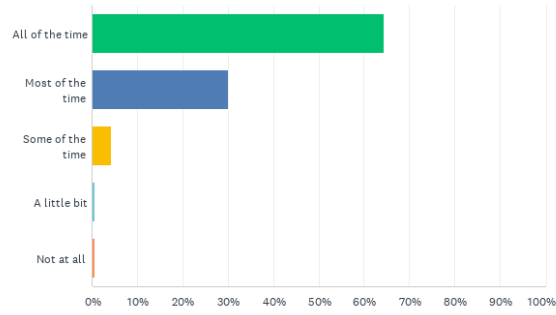
Q1 My child enjoys coming to school



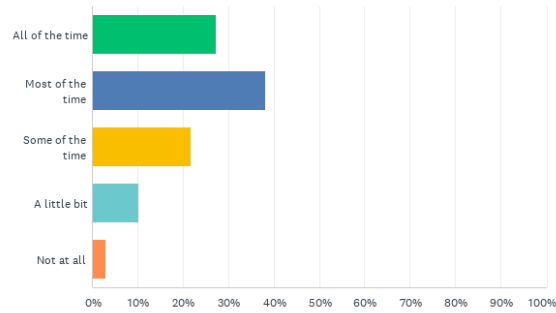
Q2 My child's teacher is approachable - I feel comfortable in speaking with my child's teacher



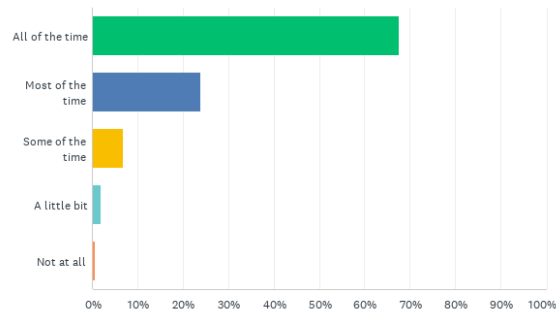
Q3 The school promotes a learning environment in which my child feels safe and cared for as they learn



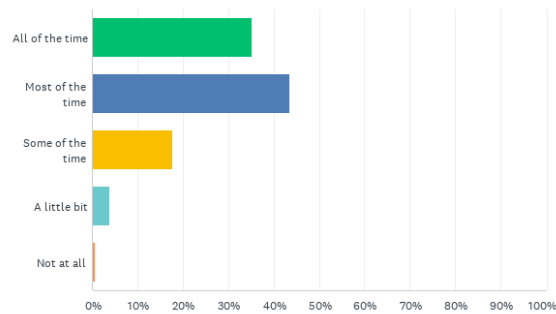
Q4 The communication provided by the school meets my expectations



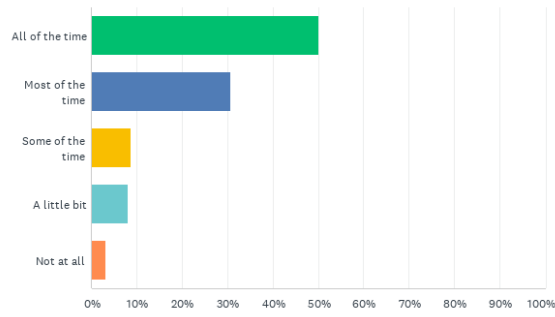
Q5 I would recommend Milton Public School to other parents



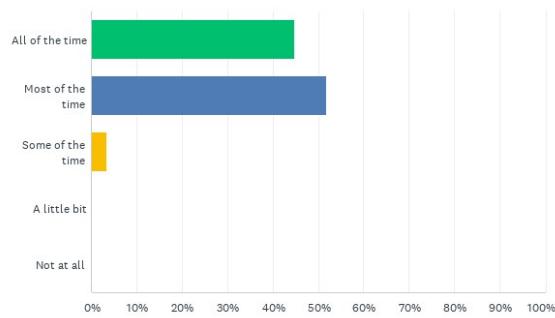
Q6 I feel my child is being suitably challenged and is progressing well academically



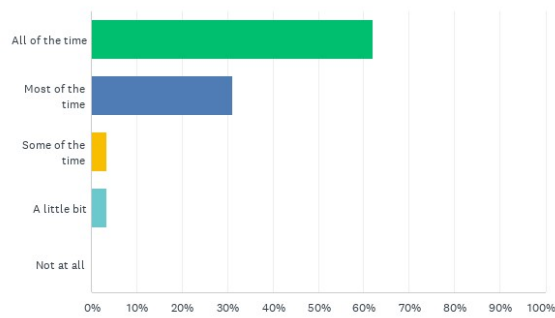
Q7 I feel I will be listened to if I approach the school with a suggestion, concern or complaint



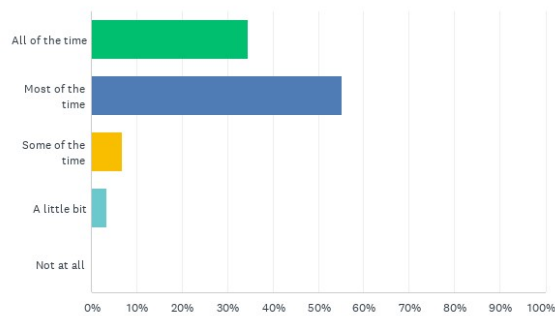
Q1 I am supported adequately to do my job well.



Q2 I feel valued and part of my stage/ admin/ SLSO team.



Q3 Leadership teams are consistent and fair as they lead and manage the school.



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.