

2022 Annual Report

Miller Public School



4338

Introduction

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

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

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School vision

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

School context

Miller Public School (enrolment 275 students, including 61% from a non-English speaking background and 45 students who identify as Aboriginal), is a vibrant learning community within the Liverpool Network of schools. Staff are committed to the provision of outstanding educational, learning, social and cultural programs aimed at ensuring all students have the opportunity to be their best self and engage in learning across a broad range of areas. To facilitate this, the school values our diverse partnerships with external agencies.

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

Students, staff and community members embrace our support unit consisting of one IO/AU class, four Autism classes, one IM class and one MC class. Inclusivity underpins all school practices with appropriate opportunities for integration across curriculum, sport, excursions and assemblies. The school is supported by an active P and C.

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



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Initiatives

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

- Data Driven Practices
- Personalised Learning
- Curriculum and Communication

Resources allocated to this strategic direction

English language proficiency: \$140,602.56

Socio-economic background: \$25,217.00

Low level adjustment for disability: \$158,272.61

COVID ILSP: \$30,000.00

Professional learning: \$500.00

Summary of progress

Data Driven Practices

Assessment Data was gathered and analysed to support teaching and learning programs. Teachers indicated that they were using a variety of assessments to inform their programming, appropriate to the needs of their classes. Whilst teachers continue to have confidence in their level of understanding of assessment and data and analysis, they have indicated the need for ongoing professional learning. Ongoing reviews of data and assessment practices continue to ensure that the data being collected is relevant and useful in driving teaching activities. This year a commitment register was used to guide teachers with assessment timelines to support programming, reporting and Data Days. NAPLAN and Check In data was analysed to identify areas of student cohort strength and need for future planning. This data was also used as an additional data source for Data Days to help triangulate student data and identify students who may not have previously been identified. IEPs and NCCD data was triangulated to ensure that all students who were identified as having substantial or extensive program modification had IEPs. Data Days were effective in identifying students requiring personalised learning and student growth was tracked and reported back to teachers. 100% of surveyed teachers found the Data Days beneficial in identifying students requiring intervention. Templates and explicit expectations were established to ensure that these data talks were successful, with teachers knowing what data was useful and relevant and how to identify students. This was reflected in the results from Boosts with a reduction in the number of students being swapped between groups.

Personalised Learning

Personalised learning was delivered through specialised 5 week Boosts. Boosts had different focus areas including English as an Additional Language or Dialect, Aboriginal, High Potential and academic improvement Boosts. In 2022 415 Boosts were delivered with an additional 214 Boosts being impacted by staffing changes. Boost types included fine motor, Literacy, Numeracy and cultural boosts. Student attendance at sessions and progress is now being actively tracked and analysed, and students had an average of 5 focus progressions, achieving an average of 3 progressions. Additional analysis of Boosts were completed comparing progress measures to attendance, this is to ensure that growth was the focus of all Boosts. Staff engaged with professional learning around the new High Potential and Gifted Education policy. This highlighted that, as a school, there is a lot of opportunities provided to students across the 4 domains. Students had access to STEM learning and a variety of activities that cater for students across the 4 learning domains including the provision of High Potential Gifted Education Boosts. MultiLit ran throughout the year and was delivered by Student Learning Support Officers (SLSOs) for 2 hours a day. 33 students accessed the program throughout the year and on average they demonstrated a growth of approximately 14 'lessons'. For the first time this

year, SLSOs were observed and given feedback to ensure the consistency of implementation and to assist with student differentiation. The early detection of speech difficulties is a key part of the school's intervention and personalised learning plan. Many of our students present to school with oral language difficulties, impacting their ability to engage in key phonological awareness skills. This year, speech therapists worked with the Kindergarten cohort, screened the pre-kindergarten students and provided therapy to some identified students.

Curriculum and Communication

Support unit staff have engaged in ongoing professional learning throughout the year as part of their participation in the Complex Learner Trial. As a result of this, staff have built their capacity to track and measure student growth in relation to students cognitive ability, receptive and expressive communication skills and their social emotional development. The API&S has further supported staff to enter this data into PLAN2 using both the Passport for Learning and Literacy and Numeracy Precursors tools. The 'Flow Groups' have also been implemented across all 7 support unit classes and are unpinned by the data gathered in the social emotional domains of the Passport for Learning Assessments - the Blooms. Student growth has been measured by the API&S with student voice captured. 100% of the students surveyed indicated that they enjoyed participating in Flow Groups with their class with 94.7% identifying that they have learnt how to work better with others.

Networking opportunities with other similar school settings has commenced this year. We have provided support, through resources to an SSP in relation to our differentiated wellbeing program and facilitated lesson observations for their APC&I in the delivery of the Multi Lit program as delivered by the SLSO. The Deputy Principal Special Education and API&S presented at the Special Education Principals and Leader Association annual conference this year where the school's journey and experiences in relation to student and staff wellbeing was shared. The DP Special Education further presented to the COVID ILSP team for both the 'coffee catch ups' and the 'Ignite Series' professional learning series in the use of the Literacy and Numeracy Precursors Indicators. A network for the newly appointed API&S role has also been established with 8 schools within the area, with both the DP Special Education and API&S roles invited to attend.

Key Word Sign has been an area of whole staff professional development in 2022. All school staff, including SLSOs have engaged in Key Word Sign professional learning where they learnt basic key word signs to support the communication of all students when engaging in both classroom and playground learning activities. They learnt how to apply these key word signs in simple sentences and during song. Support Unit staff have continued to build on their knowledge and understanding of communication and the use of the communication app - visuals2go- when supporting student communication. Embedding the use of this app consistently into the literacy block in all support unit classrooms is an area of focus for 2023 with side by side support and mentoring for teachers by the API&S.

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
A minimum of 17.5% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Reading (Lower bound system negotiated target).	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for Reading. 2% of Year 3 students are in the top 2 skill bands and 0% Year 5 students are in the top 2 skill bands for Reading.
A minimum of 11.1% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Numeracy (Lower bound system negotiated target).	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for Numeracy. 3% of Year 3 students are in the top 2 skill bands and 0% Year 5 students are in the top 2 skill bands for Numeracy.
A minimum of 30 % of students achieve expected growth in NAPLAN Literacy (moving towards Lower bound system negotiated network target).	Growth is unable to be calculated as the current Year 3 and 5 cohorts have not participated in NAPLAN (2020) due to COVID. NAPLAN did not occur in 2020.
A minimum of 30 % of students achieve expected growth in NAPLAN Numeracy (moving towards Lower bound system negotiated network target).	Growth is unable to be calculated as the current Year 3 and 5 cohorts have not participated in NAPLAN due to COVID. NAPLAN did not occur in 2020.
Data skills and use elements of the	Self-assessment against the School Excellence Framework shows the

School Excellence Framework are assessed at Delivering.	school currently at Sustaining and Growing in the element of Data skills and use.
30% of students in K-2 achieve grade expectation in Phonics.	38% of students in Years K-2 are at grade expectation for Phonics. <ul style="list-style-type: none"> • 51% of Kindergarten students are at grade expectation • 31% of Year 1 students are at grade expectation • 30% of Year 2 students are at grade expectation
A minimum of 30% of students in Years K-6 are reading at the expected grade level.	40% of students in Years K-6 are reading at the expected grade level. In K-2, the percentage of students at expected grade level was 22% with the rate increasing to 54% in Years 3-6.
A minimum of 30% of students in Years K-6 achieve at the expected grade level as assessed by the SENA maths assessment.	14% of students in Years K-6 are achieving at grade expectation.
Processes are strengthened to support the identification of students requiring personalised learning intervention. Systems of intervention are strengthened for students requiring personalised learning intervention. Staff are consolidating their understanding of data and using it to identify students requiring personalised learning intervention.	Staff surveys indicate: <ul style="list-style-type: none"> • 100% of staff find Data Days, as the process to identify students requiring personalised learning intervention, useful • 100% of staff indicate that Learning Boosts had a positive impact on student learning outcomes • 75% staff indicate they are confident or very confident in using assessment • 87.5% staff indicate they are confident or very confident in analysing data • 12.5% of staff indicate they want additional professional learning in data and assessment
Staff can apply their strengthened knowledge of the pre progressions curriculum to develop individualised learning goals for students in the support unit.	Staff survey data indicates that : <ul style="list-style-type: none"> • 85.7% of Support Unit staff use the assessment tools of the Complex Learner Trial to inform their teaching practice, these include the Blooms assessments and the Literacy and Numeracy Precursor Indicators. • 100% of Support Unit staff use the phonics diagnostic, running records, end of unit assessments and teacher observations to develop individualised learning goals for students in the support unit.
Staff consistently use assessment tools to determine students individual communication needs.	Staff survey data indicates that : <ul style="list-style-type: none"> • 85.7% of Support Unit staff are confident in the implementation of the Communication Assessment and use this tool to effectively identify an appropriate communication goal for student's Individual Education Plans. • 85.7% of Support Unit staff use the assessment tools of the Complex Learner Trial, the Blooms Blue Red, Red Green assessments to identify a student's CRES (cognitive, receptive, expressive and social needs) and use this data to plan teaching and learning activities to meet their communication needs e.g 'Flow Groups'. • 100% of Support Unit staff use the visuals2go app to support student communication in the classroom.



Strategic Direction 2: Teacher quality through evidence informed practice

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$12,000.00

AP Curriculum & Instruction: \$210,799.40

Summary of progress

Evidence-Based Teaching Practice

Evidence-based teaching practice in Direct Instruction by Barak Rosenshine, Berry Street Education trauma-informed practice, The Big Six by Deslea Konza and the Writing Cycle by Dr Tessa Daffern have been synthesised by the introduction of a Literacy Block programming template. The framework supports the delivery of the new K-2 English Syllabus implemented in 2023 and has the capacity to support the 3-6 English Syllabus as familiarisation begins in 2023. The Instructional Leadership Program was the main tool which Miller Public School planned to use in 2022, to embed evidence-based teaching practices, however the program was heavily impacted by staffing changes and casual teaching supply. Executive staff maximised professional learning opportunities for staff, built the capacity of their teams and drew on internal executive expertise using efficient timetabling measures. The AP Curriculum and Instruction allocation was utilised to provide some in-class lesson demonstrations and observations however the feedback process was very restricted and highly dependent on teachers' availability to meet in their own time.

Similarly, the staffing shortage fractured the implementation of the numeracy block and shortened the timeline for teacher familiarisation with the K-2 Mathematics Syllabus and pedagogical evidence base. In Term 4, 2022, the executive prioritised this content following the provision of additional Staff Development Days by the Department of Education. In addition to this, the executive staff opted to safeguard the Instructional Leadership and RFF programs, planning an innovative 2023 staffing model in an attempt to reduce staff volatility and provide more stability

Collaborative Practice

The 1.4 staff allocation for Assistant Principal Curriculum and Instruction was utilised to establish scheduled opportunities for professional discussions through an Instructional Leadership approach and school Data Days. This enabled staff to analyse their assessment information and develop curriculum knowledge of the new K-2 English syllabus, opportunities to explore the Universal Resources Hub and collaborate on intricate differentiation techniques to meet the needs of our complex learners.

Another mechanism employed during 2022 was the use of Learning Intention and Success Criteria (LISC) evidence alongside the Leading Evaluation, Evidence and Data Project. The 1.4 staffing allocation for Assistant Principal Curriculum and Instruction participated in this project, using the Structured Observation templates, Student Focus Group questioning techniques and the Reflect and Reset tool to evaluate the extent of LISC usage in classrooms. This revealed that implementation was relatively superficial, with students not able to articulate what they were learning or how they would know when they had achieved it. However, clear evidence was gathered that teachers were utilising LISC during the Direct Instruction component of their lesson.

While the executive had planned to conduct weekly Instructional Leadership sessions with teachers to develop their knowledge of the K-2 Syllabus, it was entirely impractical to continue off class sessions with teachers in Semester Two when our permanent staffing retention dropped and casual supply of teachers was nominal. Pleasingly, the introduction of our Assistant Principal Inclusion and Support enabled 'flow groups' to operate in the support unit, providing rudimentary demonstration and mentorship for support unit teachers. In a limited capacity, some teachers who had expressed a particular interest in differentiation techniques and the use of evidence based practices met with the APCI in their own time to develop their capacity in these areas.

All teaching and non teaching staff completed a Performance and Development Plan in accordance with the amended performance and development cycle for 2022 that was in response to the critical activities necessary in Term 1 due to COVID-19.

Technology

The impact of the school developed Digital Literacy Program is as yet inconclusive. This program was made mandatory for all classes at Miller Public School from Term 2 2022 to improve student digital literacy across the curriculum. Further measures to improve student navigation of laptops rather than hand held devices will be necessary. Ecological considerations within the library and computer lab are necessary in addressing these student outcomes.

School Leadership Team

School leaders collaborate and develop staff capacities through a collaborative shoulder to shoulder approach, via mentoring and through the Performance and Development process that occurs both strategically and intuitively throughout the year. All members of the executive staff and aspiring leaders collaborate at a fortnightly session to familiarise staff with the External Validation Process which is due for completion in May 2023. Each member of the executive actively prepare and deliver the Professional Learning Schedule which is largely drawn from internal expertise. Staff are encouraged to nominate colleagues or self nominate through an annual staff sharing of expertise session. This enables the identification of and the development of staff capacities across multiple areas of the School Excellence Framework throughout the year. Two Assistant Principals have recently completed the Leading Evaluation, Evidence and Data Project conducted by the School Leadership Institute which has greatly enhanced their capacity to collaborate, gather evidence for the school plan and utilise reliable and valid data sources.

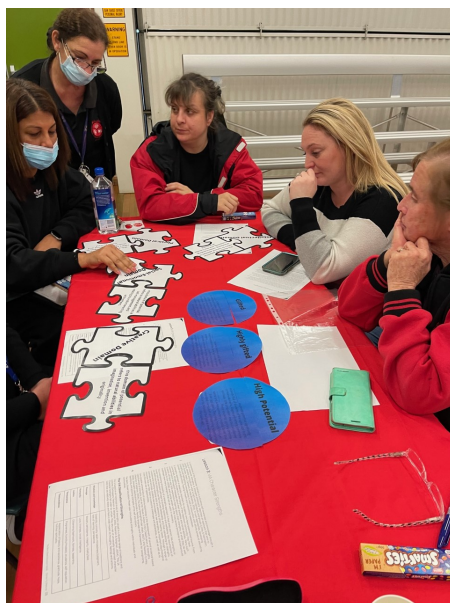
The school leadership team manage their respective teams, meet regularly to communicate, identify areas of need and plan strategically but also in an agile manner that addresses our complex context. Regular Data Days are conducted to develop teaching staff capacity in data literacy. The provision of a template with prompts for assessment analysis has scaffolded teacher's ability to identify their student's needs. Collaboration with the community is ongoing, with executive staff each greeting families at the gate each morning and afternoon and more formally through regular Community Connect sessions. A 'Data Book' is produced annually as an accessible communication tool that meets the needs of our multicultural and socioeconomic complexities.

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
Teachers embed evidence based teaching practices in literacy programs.	79% of teachers identified that they have embedded Morning Circle from the Berry Street Education Model into their class literacy program. 74% of teachers agreed that they have embedded Direct Instruction techniques via their class Morning Routine literacy program. 84% of teachers identified the use of Brain breaks from the Berry Street Education Model were embedded into their class literacy program. 63% of teachers identified that handwriting was embedded into their literacy program. 90% of teachers found the What Works Best sessions were highly effective or effective and that they have embedded aspects of the training into their teaching practices. 58% of teachers agreed they have embedded aspects of the new K-2 syllabus into their teaching practice either during their everyday practice or via delivery of the literacy block.
Collaborative practice occurs within stage teams with scheduled opportunities for professional conversations around data and mechanisms exist to support the provision of feedback to colleagues around targeted focus areas.	79% of teachers agreed that the opportunity to have professional discussions and time to collaborate with colleagues best supported their learning and development as a teacher. 58% of teachers identified that team meetings are effective collaborative practice that develops their data literacy skills.
Learning and development element of the School Excellence Framework is assessed at Sustaining and Growing.	Self assessment against the School Excellence Framework demonstrates that Miller Public School is currently performing at Sustaining and Growing in the element of Learning and Development.
Staff demonstrate strongly developed skills in engaging technology effectively	100% of teachers utilise digital tools to deliver curriculum and address student outcomes. Teachers noted that the most beneficial in both

into classroom practice.	delivering curriculum and addressing student outcomes was Inquisitive. 52.6% of teachers rated themselves as "strongly developed" or "innovative" in their use of technology in the classroom. No teachers rated their skills in utilising technology as emerging. Only 10.5% of teachers feel confident using the Universal Resources Hub to find appropriate resources to support their teaching, however, 79% have explored the Universal Resources Hub a few times.
School leaders demonstrate strongly developed skills as Instructional leaders who are developing their knowledge and understanding of current research.	<p>100% of staff new to Miller Public School at the commencement of 2022 have completed the What Works Best training and Berry Street Education training. Those that commenced teaching during the 2022 year, have been enrolled in both courses with expected completion during 2023.</p> <p>Self assessment against the School Excellence Framework demonstrates that Miller Public School is currently performing at Sustaining and Growing in the element of educational leadership.</p>



Strategic Direction 3: Wellbeing and engagement

Purpose

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

Initiatives

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

- Wellbeing
- Engagement

Resources allocated to this strategic direction

Socio-economic background: \$285,518.86

Low level adjustment for disability: \$22,984.20

QTSS release: \$60,333.53

Professional learning: \$10,000.00

Summary of progress

Wellbeing:

Over the past year we have provided an increased number of Wellbeing activities and initiatives to help support the development of our student's resilience, confidence, emotional intelligence and social emotional learning. Students were provided with a range of engaging activities such as Be Friends, Worry Woos, Confident Kids and Drum Beat led by Mission Australia. Other programs included Therapuppy, Dance Fever, Souths Cares, Rock and Water and Stop, Think, Do led by Learning Links. Story Telling through Dance and Breakfast Library led by The Australian Literacy and Numeracy foundation was also offered to our Miller Public School students across Mainstream and the Support Unit. 91 % of Miller Public School students participated in one of the above Wellbeing activities and initiatives. Student Led Focus group data has highlighted that the Wellbeing initiatives offered in 2022 have had a positive impact on students' social emotional development, confidence, and overall wellbeing. 2022 saw an improvement in the way teachers delivered wellbeing programs across classes. The Wellbeing Scope and Sequence explicitly linked to our school values was modified to ensure access to curriculum for all learners, as visuals were added for students who require additional support. The Deputy Principal Learning, Wellbeing & Engagement effectively worked shoulder to shoulder within all classes to implement an explicit teaching and learning program reflecting Growth Mindset and Smiling Mind.

The data that has been most helpful to evaluate the Wellbeing initiatives this year is the data that has been gathered from the teacher and student surveys. Student Led Focus groups have provided an opportunity for students to have their say in regards to the Wellbeing initiatives that are provided throughout the year. The focus groups, gives students the voice to express their likes and dislikes about each of the programs. This year saw our Student Leadership team present their findings for the Storytelling Through Dance (Australian Literacy and Numeracy Foundation) subtext program to Mrs Selena Gandy, our Principal, as well as the P and C.

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

Engagement:

Networking with external agencies and services for our Wellbeing Programs created an avenue to strengthen positive partnerships with our community. Community Connect was an initiative that saw parents, carers and the community build relationships with the school to achieve positive learning outcomes for students. Each week, Community Connect sessions saw anywhere between 1 parent to 11 parents participate. To begin with, external agencies and services that provided wellbeing programs to students throughout the year were asked to present their expertise to the group. In Term 2, our approach altered and we provided a 7 week 'Tuning Into Kids' session that was led by Trung from Uniting. Aboriginal Got it program and Souths Cares engaged our Aboriginal and Torres Strait Islander students as Miller Public School built partnerships with NSW Health and Aboriginal community members. Miller Minis strengthened partnerships with Communities for Children Speech Pathologists and Ready Set Go Mission Australia. In Term 4, staff and executive created a Data Book that illustrated the highlights of 2022. The Data Book was provided to each family along with a family survey which will assist in 2023 and future planning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending >90% of the time to be at or above 73% (Lower bound system negotiated target).	<p>The number of students attending greater than 90% of the time in 2022 has decreased since last year as it currently sits at 39%. The percentage sits below our target and after careful analysis, many factors associated have been highlighted as follows:</p> <ul style="list-style-type: none"> • The percentage of students who have taken extended leave to travel overseas now that travel is allowed since the Covid-19 pandemic. 32 students took extended leave in 2022. • COVID-19 guidelines stipulated that students displaying flu-like symptoms were required to stay home. This has meant an increase of students with explained absences due to illness.
Learning culture and Wellbeing elements of the School Excellence Framework are assessed at Sustaining and Growing	Self assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing and Excelling in the elements of Learning Culture and Wellbeing.
Community engagement element of the School Excellence Framework is assessed at Delivering.	Data collected from the School Excellence Framework highlights that Miller Public School is assessed at Sustaining and Growing. We are currently exceeding in this area.
Analysis of suspension data shows that suspensions are minimised due to strengthened systems and mindsets, that provide the best wrap around support.	There have been 20 suspensions recorded in 2022. Although a slight increase since 2021, the suspensions were made for a total of 10 students. Many of the students were either new to Miller Public School, have a current DCS, have received Integration Funding Support or have acquired ED/BD placement for 2023. In 2021, there were 14 suspensions, however, they were for a total of 11 different students who had attended Miller Public School for most of their schooling.
<p>Authentic parent relationships are strengthened through regular, informal and formal conversations.</p> <p>Authentic partnerships with external agencies and services are sustaining and growing to provide the best wrap around support</p>	92% of parents stated that they were not involved in any school communities in 2021 (TTFM, 2021). There has been a 100% increase in parent engagement in 2022 as a result of the school's commitment to creating and maintaining collaborative partnerships. 65% of students enrolled for 2022 Kindergarten participated in the Miller Minis sessions. 57% participated in the Ready Set Go 2168 screening and all of those students worked with the speech pathologist and families received a detailed screening report. In the 2022 end of year survey 62.5% of teachers identified that Student Led Conferences added high value to the engagement of students and their families in their learning. 81% of student's parents / carers attended the Student Led Conferences in 2022. Miller Public School have partnered with 14 external agencies and services in 2022.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,813.76</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • subsidise school related costs for families who identify as refugee. These may include but are not limited to school uniforms, camps and excursions • strengthening orientation and transition programs for identified students • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: All new families who enrol at Miller Public School are provided with a new school shirt, school jumper and school hat at no cost. An Arabic speaking SLSO supported the engagement of families who have English as a second language, at our weekly Community Connect sessions.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to fund the level of support provided in the the above activities into 2023.</p>
<p>Integration funding support</p> <p>\$53,316.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Miller Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Targeted support for the identified students to support their engagement in the classroom and playground. Most of the students supported experienced a decrease in the number of negative behaviour incidents and a reduced number of suspensions.</p> <p>After evaluation, the next steps to support our students will be: Targeted funding for identified students will continue to be used to support their successful engagement in both class and playground environments. The role of the Student Learning Support Officer will be to continue to promote student safety.</p>
<p>Socio-economic background</p> <p>\$365,346.86</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Miller Public School who may be experiencing 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"> • Data Driven Practices • Personalised Learning

<p>Socio-economic background</p> <p>\$365,346.86</p>	<ul style="list-style-type: none"> • Evidence based explicit teaching practices across literacy and numeracy • Collaboration and Instructional Leadership • Wellbeing • Engagement • Curriculum and Communication • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of additional staff to support wellbeing programs • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities including lunchtime clubs to support student wellbeing and engagement • equitable access to specialist resources including a purpose built communication app and speech therapy for support unit students • engage with external providers to support student engagement and retention through the employment of a school support officer through Your Dream Chaplaincy • professional development of staff in the visuals2go app to support student communication and learning needs • employment of additional staff to support MultiLit implementation • employment of external providers to support students with additional speech and communication needs in K-2 • additional staffing to implement Data Days bi-termly to support the identification of identified students with additional needs that require intervention through Learning Boosts • employment of a school funded Deputy Principal to lead the implementation of school strategic directions • additional staffing to create a tenth mainstream class to support wellbeing and behaviour management • engage with external providers to support student engagement and retention through the weekly visit of a Therapuppy <p>The allocation of this funding has resulted in the following impact:</p> <p>Deputy Principal The school funded Deputy Principal conducted demonstration lessons, access to literature that corresponded with the Wellbeing Scope and Sequence, team teaching sessions of Growth Mindset, Smiling Minds and Berry Street Trauma Informed Practices. The Deputy Principal also worked alongside teachers to support the implementation of Smiling Mind journals, Zones of Regulations and Ready to Learn Plans.</p> <p>Therapuppy The 2022 end of year staff survey highlighted that Therapuppy had a positive impact on the wellbeing outcomes for students, staff and the school community.</p> <p>Life Education 100% of students across mainstream and support participated in the Life Education- Healthy Harold Experience. All staff members were involved, including SLSOs. The program ran for 5 days across Monday 4 April until Friday 8 April. The sessions were conducted out of the Life Education School Van that was parked onsite. Miller Public School funded the total cost of the program to ensure all students attended and received this education.</p> <p>Student Leadership 2168 Children's Parliament - 4 students in Year 5 were provided with the opportunity to represent Miller Public School as a Children's Parliamentarian. They met with other students across our 2168 community of schools where they discussed matters of concern, how to address these topics and how to make a difference. At the completion of the sessions, the students presented a speech at the Liverpool Council Chambers.</p> <p>* Miller Public School hosted YLead - a program offered to public schools within the local area to have their leaders network and join students in a day full of capacity building and reflection.</p> <p>* Student Representative Council - at the start of the 2022 school year, students were elected by their peers to represent their class at the Student</p>
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<p>Socio-economic background</p> <p>\$365,346.86</p>	<p>Representative Council. The end of year Teacher Survey suggested that Student Leadership assisted students in their leadership journeys in the following ways: assisting to build responsibility and gaining confidence with speaking in public, the SRC gave even the youngest ones an opportunity to be leaders, guided students to voice their opinions, concerns and ideas in a constructive and a professional manner. The SRC also helped students display effective communication and interpersonal skills, provided opportunities for students to be more engaged and responsible, increased confidence and communication skills and enabled them to take on responsibilities that they could be proud of. Student leadership was identified as a great way to illustrate our school values through our Stage 3 students and provided students with varying opportunities to speak more publicly in front of an audience.</p> <p>Engagement</p> <p>Student Wellbeing and engagement is at its highest throughout 2022 as 91% of all students across Mainstream and the Support Unit participated in a wellbeing initiative.</p> <ul style="list-style-type: none"> * 20 suspensions were recorded for 2022, 6 fewer than 2021. * Monitoring of attendance included daily draws for students arriving on time, twice termly draws for students attending greater than 90%, monitoring and tracking of attendance with the Deputy and HSLO. The current attendance rate is 83.0%. 40.3% (110) students attending at or above 90% of the time. The network averages are 82.7% and the DoE State percentage is 85.1% respectively. 18.3% (50) students attend between 85% and 90%. The remaining 41.4% (113) students attend less than 85% of the time. Nine HSLP applications were submitted in 2022. * In our 2022 end of year survey 62.5% of teachers identified that Student Led Conferences added high value to the engagement of students and their families in their learning. Teachers identified that this opportunity allowed students to take responsibility for their learning as some students found the activity hard. It was an excellent opportunity to discuss expectations. Teachers felt Student Led Conferences enabled motivation and critical thinking in students. Teachers also identified that student led conferences allowed students to take pride in their learning and established a deeper connection and relationship between student, teacher and families. <p>Your Dream Chaplaincy</p> <p>The 2022 end of year teacher survey highlighted the following results for the Your Dream Chaplaincy program: students enjoyed the Chaplain coming into the classroom and building relationships with them, he was identified as being great with developing positive relationships with the students and getting along side them and helping them regulate when needed. Additionally, the Chaplain provided students with a person they felt confident confiding in and talking with regarding any troubles, as well as guiding them towards conversations with the counselor. He supported students while on the playground, the program helped support the social and emotional wellbeing of students.</p> <p>Miller Minis</p> <p>Miller Public School effectively supported the transition of students from low socio-economic backgrounds through leading and teaching the Miller Minis Pre-Kindergarten Program. Executive staff, met with families, invited and responded to agency suggestions on strategies to support transition, established avenues for open communication between stakeholders and organised information visits through the Transition to School Partnership Project. Miller Minis teachers planned for the early identification of children at risk of making a less than successful transition to school and ensured that the sharing of relevant information occurred. They also developed support plans and worked collaboratively with the Deputy Principal Special Education, in creating Access Requests to receive funding for students who have additional needs and require support.</p> <ul style="list-style-type: none"> * 65% of students enrolled for 2022 Kindergarten participated in the Miller Minis sessions * 57% participated in the Ready Set Go 2168 screening and all of those students worked with the speech pathologist and families received a detailed screening report * One child received intervention in their family home * Miller Public School's partnership with Ready, Set, Go has resulted in 57% of Miller Minis students engaging in a speech screener prior to starting Kindergarten in 2023. 70% of students required additional support and
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<p>Socio-economic background</p> <p>\$365,346.86</p>	<p>referrals were made with a Speech Pathologist.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school funded Deputy Principal will become a permanent member of staff funded as an Above Centrally Identified position. In addition, this funding will be used to support the following initiatives :</p> <ul style="list-style-type: none"> * lunchtime Clubs * additional staffing to support initiatives including Learning Intervention, smaller class sizes, additional SLSO's * student assistance to ensure all students can actively engage in all learning experiences * Data Days * Therapuppy
<p>Aboriginal background</p> <p>\$34,841.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Miller Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: This year we delivered Boost style groups that linked student PLP goals with other learning goals to ensure that the student had an opportunity to actively work towards their goals. There were a total of 50 Aboriginal students enrolled at Miller Public School in 2022. 42 of the 50 students received support in either Literacy, Numeracy or a cultural goal and some students received more than one Aboriginal Boost. Within the boost, some learning goals were aligned with student PLP goals. 18 students worked on their PLP goals with the Aboriginal Education Officer, and of these students, 13 achieved that PLP goal. 13 students worked on at least two of their PLP goals with the Aboriginal Education Officer, and of these students, 7 achieved one, and 5 achieved two PLP goals. 2 students worked on all three of their PLP goals with the Aboriginal Education Officer and both of these students achieved these PLP goals. This is the first time that we have started tracking students' achievement of PLP goals. Towards the end of the year, the Aboriginal Education Officer went into some classrooms to team teach and demonstrate the incorporation of Aboriginal perspectives into lessons. This received positive feedback from students and the classroom teachers involved. The AEO also supported implementation of programs engaging third parties. * Got It - as a result of building the capacity of our AEO who frequently attended the Got It! sessions and brought back pedagogy to share with MPS staff, 84% of Aboriginal students believe that their teachers have a good understanding of their culture (TTFM 2022). 100% of students and their families were supported with referrals to Gandangara for hearing tests and psychology intervention as well as Kari for speech and occupational services * South Cares - 12 students identifying at Aboriginal or Torres Strait Islander, participated in a weekly program in Term 1 with South Cares. The consistency ceased as Miller Public School was offered the program only once in Term 2 and Term 3 due to a South Cares funding cut. During these activities, students were given the opportunity to participate in games</p>

<p>Aboriginal background</p> <p>\$34,841.00</p>	<p>reflecting Aboriginal culture.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the AEO will work with the students, parents and classroom teachers to collaborate on PLPs for all Aboriginal students enrolled at Miller PS. The AEO will also support the implementation of cultural perspectives into classrooms through team teaching.</p>
<p>English language proficiency</p> <p>\$224,366.56</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Miller Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • establish a core practice for supporting students learning English as an Additional Language or Dialect • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional bilingual staff to support Miller Minis (pre Kinder program) to support students entering Kindergarten in 2023 • employment of additional bilingual staff to support Student Led Conferences, Three-Way Parent-Teacher-Student Interviews and weekly Community Connect parent sessions. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> *two students were funded through the new arrivals program and they received 1 hour of targeted support daily across Literacy and Numeracy * an average of 8 EAL/D groups ran per 5 week Boost cycle across Literacy and Numeracy * language development groups were offered in Term 3 for targeted groups of students * during the survey, 179 students were assessed to update their EAL/D progression level. This was an increase of 23 students from 2021 * students averaged an achievement of 3 learning progressions during these boosts * students were catered for by a qualified TESOL accredited teacher * all Miller Minis parents (2022) and Kinder parents (2023) were supported through the Orientation and transition to school phase <p>Community Connect ran for three school terms with over 30 information sessions to help carers learn more about and support their children's learning and wellbeing. Families were surveyed to ensure sessions remained authentic to their needs. Topics covered included strategies to support student academic achievement, behaviour management and student engagement.</p> <p>92% of parents stated that they were not involved in any school communities in 2021 (TTFM, 2021). There has seen a 100% increase in parent engagement in 2022.</p> <p>After evaluation, the next steps to support our students will be: The system of Learning Boosts to support EALD learners will continue in 2023 as will the employment of a bilingual SLSO. This member of staff has been invaluable in engaging our EALD families. Community Connect will run from Term 2. The EALD teaching team will also work towards an improved assessment and tracking process for EAL/D students. Members of the EALD Intervention team will team teach in classrooms to develop a greater level of understanding in teacher knowledge around working with EALD</p>

<p>English language proficiency</p> <p>\$224,366.56</p>	<p>learners.</p>
<p>Low level adjustment for disability</p> <p>\$181,256.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Miller Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Personalised Learning • Wellbeing <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 • targeted students provided with evidence-based intervention through differentiated learning boosts to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of an interventionist teacher • continued implementation of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of SLSOs to implement MultiLit, a targeted approach to individual literacy instruction based on research <p>The allocation of this funding has resulted in the following impact: MacqLit, MiniLit and modified Lits were delivered throughout the year. They were impacted by staffing changes, but when running staff and students reported positively on the effectiveness and growth. SLSOs adapted programs for students with additional learning needs and sought feedback from staff. Observations were conducted to ensure the consistency and correct implementation of the program. SLSOs provided feedback on student growth and achievement so that personalised comments could be written for school reports. Average student growth was 15 lessons and 14 students were referred off to other programs when they tested out of their MultiLit group.</p> <p>Data Days were held at the end of a 5 weekly Boost cycle to report to teachers and assist with the identification of students and focus areas..</p> <p>This year, scaffolds were implemented to assist teachers in identifying students requiring intervention. These scaffolds identified student learning behaviours to look for and were designed to help teachers clearly pinpoint areas of need. The aim of this rigorous process was to reduce the misplacement of students in Boosts. The numbers of students moved between groups was around 5 per Boost cycle. This demonstrates both the detailed understanding of teachers and the in-depth knowledge of the intervention staff. Approximately 65% of all identified students each term were picked up for Boosts.</p> <p>In 2021 we delivered 444 Boosts to students across the school. In 2022 we delivered 415 Boosts, with an additional 214 Boosts being impacted by staffing changes. Boost types included fine motor, Literacy, Numeracy and Cultural Boosts. This is a change from 2021 where Boosts were predominantly Literacy focused. Student attendance at sessions and progress is now being actively tracked and analysed. Students had an average of 5 focus progressions and achieved an average of 3</p>

<p>Low level adjustment for disability</p> <p>\$181,256.81</p>	<p>progressions. Analysis of students with 0 progression has been completed revealing a strong correlation between attendance and achievement during Boosts. When Boosts were occurring consistently, there was measurable student achievement and growth. Data analysis and tracking has been a focus area this year.</p> <p>Individual Education Plans, Personalised Learning Plans and Behaviour Response Plans are now created tracked and stored on Sentral. This ensures that these plans are located in a centralised place and accessible to everyone that needs this information. The intervention team cross referenced IEP information with NCCD and funding information to ensure that all students who required IEPs had one. The Aboriginal Education Officer liaised with families and teachers to ensure that community voice was incorporated into PLPs. These PLPs have been updated to reflect achieved PLP goals. Timelines were implemented into the commitment register to ensure that these plans were created in a timely manner.</p> <p>After evaluation, the next steps to support our students will be: MacqLit and MiniLit will continue in 2023. This program has been an effective use of SLSO time and resources. Student growth demonstrates that it is working. In 2023, there will be a focus on more accurate data tracking and upskilling SLSOs in data and excel skills.</p> <p>In 2023 the data tracking spreadsheets will be upgraded to streamline the recording of student results. A future direction is for intervention staff to have a transition session at the end of each Boost where they go into classes with their Boost students to ensure the transference of learning back into the classroom and share prompts and techniques with the classroom teacher. Spreadsheets will be streamlined to reduce data entry errors during data talks using drop down boxes and predefined categories. The team will also be exploring the possibility of importing data directly into Sentral to minimise time consuming manual data entry.</p> <p>In 2023 Miller Public School needed to embed the process of reviewing and regularly updating plans and a process needs to be established for new enrolments. In 2023 plans need to be compliant with the new Inclusive Schools policy. The school will be looking at creating and tracking Risk Management plans in Sentral. For 2023, we are investigating the feasibility and process of all students having a self identified Literacy, Numeracy and Well being goal, this would be linked to an evidence portfolio and students would be able to comment on this in their school report.</p>
<p>Professional learning</p> <p>\$15,500.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Miller Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist facilitators to unpack evidence-based approached to working with students who have experienced trauma • engaging specialist therapists to support staff in continuing to embed communication systems across the entire school setting • two members of the school leadership team undertaking training as leaders of HPGE and subsequently leading professional learning for all staff <p>The allocation of this funding has resulted in the following impact: 100% of school staff, including teaching, administrative and support staff completed Days Two to Four of the Berry Street Education Model. Following this professional learning the staff collaborated to develop a list of "non negotiable" elements of the model that we commit to embedding in our daily</p>

<p>Professional learning</p> <p>\$15,500.00</p>	<p>practice at Miller Public School. These include :</p> <ul style="list-style-type: none"> * ready to learn scales * ready to learn plans * zen dens * zones of regulation * entrance and exit circles * brain breaks * student character strengths * morning routine <p>All newly appointed or engaged staff at Miller Public School in 2022, who did not attend the initial training in 2021 have been supported to engage in the four day Berry Street Education Model training. This ensures we have sustainability of the program at school and that all staff share the vision and values on which we base our wellbeing and trauma informed practice.</p> <p>100% of all school staff engaged in two professional learning sessions to develop our knowledge and skills in using Key Word Sign. In 2021 this learning was only attended by staff from the Support Unit. The goal this year was to promote inclusion and increase the confidence of all staff to engage with all students at Miller Public School, irrespective of the class they teach.</p> <p>Two members of the school executive completed professional learning for leaders around the High Potential and Gifted Policy implementation. Subsequently 100% of teaching and classroom based non teaching staff have engaged in professional learning. This professional learning has increased the capacity of teachers and student learning support officers to embed effective practices in the classroom to cater for the diverse range of learners.</p> <p>All staff newly appointed to Miller Pubic School in 2022 undertook a nine week cycle of professional learning program, alongside the Deputy Principal, to explore and embed the evidence based teaching practices detailed in the CESE "What Works Best" Research paper.</p> <p>After evaluation, the next steps to support our students will be: Ensuring new staff to Miller Public School receive training in KWS and Berry Street to ensure we maintain 100% of staff compliance.</p> <p>In 2023 the major focus for all staff in professional learning will be delivered through an Instructional Leadership model to unpack and embed new curriculum policy documents in English and Mathematics.</p>
<p>QTSS release</p> <p>\$60,333.53</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Miller Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan, particularly Strategic Direction 3 • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Executive staff regularly met with teachers to mentor and guide them in achieving their performance and development goals throughout the year. The Leading Evaluation, Evidence and Data Project provided middle leaders professional learning opportunities to reflect on data-driven practices throughout the year. Executive staff met with teachers to identify student learning needs through a data day template every five weeks throughout the</p>

<p>QTSS release</p> <p>\$60,333.53</p>	<p>year. Continual and iterative feedback occurred with the community through various mediums online, directly each day and via the annual data book designed to visually summarise the achievements and areas of future focus of the school to the community.</p> <p>All staff collaborated with executive staff on their professional goals for the year and worked towards the achievement of these goals. Executive staff met both strategically throughout the PDP cycle and on a needs basis to support staff members in working towards their goals. This is an individualised and collaborative process that occurred systematically and routinely within the school.</p> <p>Deputy Principal Wellbeing and Engagement led programs engaging in excess of 14 agencies. 91% of students accessed at least one of these initiatives.</p> <p>After evaluation, the next steps to support our students will be: to provide Assistant Principals with additional release time to support classroom programs and the implementation of the new syllabus K-6 and in the support unit.</p>
<p>COVID ILSP</p> <p>\$202,225.00</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"> • Personalised Learning • Curriculum and Communication • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who required speech therapy screening, assessment and follow up • 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. • providing targeted, explicit instruction for student groups in literacy/numeracy through intervention Boosts • providing intensive small group tuition for identified students who were identified as High Potential or Gifted <p>The allocation of this funding has resulted in the following impact:</p> <p>Speech Therapy 15 Kindergarten students that had not been previously screened were screened by Speech Wise. 7 students were recommended for further assessment. 15 Kindergarten students received in class support from Speech Wise speech therapists with therapists providing teachers with strategies that could be employed in the classroom. Out of the 2022 Miller Minis transition to school program, 10 students to date have been screened and the program will be ongoing upon enrolment in 2023. 57% of surveyed teachers rated the program as effective or very effective. 40% of surveyed teachers believed that there had been improvements for the students involved in the programs.</p> <p>Learning Boosts In 2022 we delivered 415 Boosts, with an additional 214 Boosts being impacted by staffing changes. Boost types included fine motor, Literacy, Numeracy and cultural boosts. This is a change from 2021 where Boosts were predominantly Literacy focused. Student attendance at sessions and progress is now being actively tracked and analysed. Students had an average of 5 focus progressions and achieved an average of 3 progressions. Analysis of students with 0 progression has been completed revealing a strong correlation between attendance and achievement during boosts.</p> <p>High Potential Boosts</p>

<p>COVID ILSP</p> <p>\$202,225.00</p>	<p>During data talks, teachers had the opportunity to identify students for Blue Boosts, these Boosts were designed to extend learners in identified areas. and were offered to 40 students.</p> <p>Support Unit Speech Therapy</p> <p>Staff have engaged in Professional Learning with Tony Bo throughout the year. Tony has delivered 6 learning sessions held during the Support Unit team meeting time, with some of our SLSOs attending these learning sessions also. Professional Learning sessions have been based on the 'why' of communication and have also been practical hands on sessions with the app where classroom experiences have been shared by teachers. The use of the visuals2go app in classrooms has seen it used in morning literacy activities, during mealtimes and in Flow Group activities. Throughout the year Tony has provided in class support to teachers in the use of the visuals2go app in supporting students to make a request, initiate communication and offer a protest as required. Teachers are also learning to create and develop folders within the app. Tony has also provided teachers with support in assembly to assist with behaviour regulation, including requesting a break.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>This model of intervention, speech therapy and Learning Boosts, will continue in 2023.</p> <p>Funding will be used to support the engagement of allied health professionals, specifically Speech and Occupational Therapy.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Collaboration and Instructional Leadership <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of Assistant Principal Curriculum and Instruction (FTE 1.4) to lead instructional leadership • explore aspects of literacy and numeracy in the new syllabus and lead professional learning with teaching staff • refine the school assessment schedule • identify effective practices to improve student literacy and numeracy outcomes through curriculum • work in partnership with middle leaders to plan changes required for effective curriculum implementation. <p>The allocation of this funding has resulted in the following impact:</p> <p>A Stage 1 focus in Semester 1 enabled the APC&I to work comprehensively with two teachers new to the school context. Teachers have now demonstrated some familiarity with the new K-2 English syllabus and the capacity to implement Berry Street practices in their classrooms in Stage 1 and Stage 2. During Term 3, the casual shortage impacted the APC&I timetable when we lost two permanent members of staff and this impacted the availability of staff to release teachers for APC&I time. A whole school restructure due to student population growth also impacted heavily on classroom dynamics and teacher's ability to deliver differentiated curricula to new students mid-year. As a result, teachers continued to engage in professional discussion and collaboration with less formal opportunities for mentoring and a gradual shift towards a professional learning community often enabled by informal after-school meetings, electronic collaboration via email, Microsoft Teams and the Universal Resources Hub.</p> <p>Lesson observations occurred and this demonstrated growth in 2022 as these were not possible in 2021 due to the COVID lockdown. Teachers demonstrated a willingness to be observed and to collaborate over feedback. In the absence of the Instructional Leadership program, this often</p>

<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<p>occurred in the teacher's own time, before or after school. This demonstrates very authentically, that a professional learning community has been established at the school.</p> <p>Literacy Block A whole school literacy block has been implemented to support this crucial need and synthesise evidence-based instruction in Berry Street Education Model, Explicit Direct Instruction (Rosenshine) and the Writing Cycle by Tessa Daffern underpinned by the K-2 NSW English Syllabus (2021). The literacy block and the differentiated literacy block also gives provision for the implementation of the 3-6 NSW English Syllabus (Draft 2022).</p> <p>* 3-6 teachers required a programming tool to show differentiation for students who were below stage outcomes in literacy, those accessing stage outcomes and those who required extension opportunities. A Stage 2 sample literacy block was drafted and trialled in Stage 2 classrooms demonstrating how the science of reading approach may be delivered in K-2 for syllabus implementation and in 3-6 for differentiation. This is currently being implemented very successfully.</p> <p>* A Google Drive Sharing Hub was developed to assist teachers in locating resources for evidence-based literacy block planning. This includes links to practical resources to support the implementation of the Berry Street Education Model, Explicit Instruction by Barak Rosenshine and the Writing Cycle by Tessa Daffern. Teachers collaborated over resources from the Universal Resources Hub and discussed how these may be utilised to support our daily literacy practices (and literacy block).</p> <p>* Stage 1 was identified as a high-risk group due to their interrupted year due to the COVID 2019/2020 lockdown. Their phonics data has been monitored formatively through a class teacher assessment and summatively through the Stage 1 Phonics Screener. We continue to monitor and prioritise the synthetic phonics development of these students as their progress has been slow and requires ongoing data analysis.</p> <p>* Phonemic Awareness and Phonics remain high priorities from K-3. Ongoing formative assessment supports the use of DoE summative online assessments in ALAN. The Phonological diagnostic, Phonics diagnostic is used to track and monitor student progress 'on demand'. The Year 1 Phonics screener is used to prioritise intervention for students at their point of need. There is a high need for phonics instruction to continue into Stage 2, with some students requiring daily literacy differentiation in basic to advanced code well into Year 3.</p> <p>* A handwriting scope and sequence, resources and evidence basis for explicit handwriting instruction, together with a sharing hub for literacy block planning provide teachers with accessible tools that support the teaching and learning of literacy in our complex, diverse learning environments.</p> <p>Assessment Schedule The introduction of the Interview for Student Reasoning (IfSR) for Number and place value, Additive Thinking and Multiplicative Thinking Check In Assessments for Years 3-6, NAPLAN assessments for Years 3 and 5 the Phonological Awareness Diagnostic Tool, Phonics Diagnostic Assessment and the Year 1 Phonics Screening Check have increased the time teachers need to allocate to mandatory assessments. While these are generally regarded as useful summative and formative tools, they require a high level of resourcing at the school level. The intervention team produced assessment kits for IfSR as the resources to administer the assessment needed to be created, purchased and accessible for all staff. APC&I timetables were heavily impacted in the administration of the NAPLAN and Check-In Assessments and in identifying student's phonological and phonics needs.</p> <p>* Tracking of student progress in Sentral was enabled with access to NAPLAN data now more visible for staff.</p> <p>* The digital literacy of students remains an important school priority with the</p>
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prevalence of assessments administered digitally to students who are primarily familiar with handheld devices and require skill development in mouse dexterity, typing and correct navigation of personal computers. This consideration was addressed through the introduction of a digital literacy program that targets students in 3-6 and the development of these skills alongside familiarisation with the NAPLAN and Check-In platforms. This program was made mandatory for all students 3-6.

Executive staff are currently addressing the assessment schedule with consideration for consistency for staff, validity for school progress measures and reliability for teachers as a formative device to inform the teaching and learning cycle. These decisions are somewhat complicated by the methods for assessing student reading at the decodable level and the availability of commercial decodables and their related assessments.

After evaluation, the next steps to support our students will be:

Ongoing monitoring of explicit practices; using the literacy block for programming and use of learning and success criteria and explicit feedback will be important to maintain and improve during 2023. Simultaneously, our focus must now turn to selecting, building and implementing stronger evidence-based practices in numeracy.

Given the time currently invested in the assessment of students, the expense of commercial literacy programs and the professional development demands in the administration of new assessments, it will be necessary to refine and simplify the assessment schedule at Miller Public School. A focus on the identification of student needs in literacy and numeracy will be maintained through this process.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	121	139	137	154
Girls	90	86	95	110

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.2	76.9	87.7	76.4
1	88.8	80.2	86.5	83.4
2	89.2	80.4	89.2	80.5
3	93.4	79.5	91.7	80.0
4	91.3	83.5	88.3	82.5
5	88.8	80.5	91.4	78.7
6	91.3	76.0	88.2	83.1
All Years	90.5	79.7	89.1	80.8
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)	1
Assistant Principal(s)	3.4
Classroom Teacher(s)	14.19
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	1.2
School Counsellor	0.6
School Administration and Support Staff	9.48
Other Positions	2

*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	221,407
Revenue	5,662,201
Appropriation	5,594,315
Sale of Goods and Services	35,737
Grants and contributions	31,298
Investment income	750
Other revenue	100
Expenses	-5,513,458
Employee related	-4,620,786
Operating expenses	-892,672
Surplus / deficit for the year	148,743
Closing Balance	370,151

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	79,844
Equity Total	1,014,767
Equity - Aboriginal	43,335
Equity - Socio-economic	565,809
Equity - Language	224,367
Equity - Disability	181,257
Base Total	3,330,955
Base - Per Capita	69,487
Base - Location	0
Base - Other	3,261,468
Other Total	733,450
Grand Total	5,159,016

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



School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2022 students, parents and staff participated in the Tell Them From Me feedback survey. The student survey measures factors that are known to affect academic achievement and other student outcomes. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The 'Focus on Learning' Survey is a self-evaluation tool for teachers and schools on Drivers of Student Learning and Dimensions of Classroom and School Practices. Responses are presented below:

Students

90% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future

81% of students indicated that they do not get into trouble at school for disruptive or inappropriate behaviour

83% of students try hard to succeed in their learning

Parents

96% parents believe teachers at Miller Public School know their students well or very well

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

- * 8.5 I can easily speak with my child's teacher (NSW Govt mean 7.4)
- * 8.2 My child feels safe going to and from school (NSW Govt mean 7.4)
- * 8.2 School staff take an active role in making sure all students are included in school activities (NSW Govt mean 6.7)
- * 8.2 Teachers help students develop positive friendships (NSW Govt mean 6.7)

In addition to the Tell Them From Me Survey parent feedback was sought through a Community Survey in Term 4. All families were provided with a Miller Public School Data Book that reported key achievements around the 2022 School Improvement Plan and large funded programs. Parents were asked the following questions :

How do you find about events at school?

- 67% Skoolbag
- 40% Facebook, email and notes home
- 54% See Saw

Can you name one highlight for your child in 2022?

- Communication
- Good teaching and success for their child
- Extra-Curricular Activities including dancing, choir, book week, excursions

On a scale from 1 to 5 (1 low and 5 high) how would you rate Miller Public School in using best practice to effectively cater to the range of issues within the school.

- 87% of respondents rated the school 3 or greater than 3 out of 5.

Staff

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

- 8.5 work with school leaders who create a safe and orderly school environment (NSW Govt mean 7.8)
- 8.6 discuss their assessment strategies with other teachers (NSW Govt mean 7.8)
- 8.5 talk with other teachers about strategies that increase student engagement (NSW Govt mean 7.8)
- 9.0 set high expectations for student learning (NSW Govt mean 8.0)
- 8.5 make an effort to involve parents and other community members in creating learning opportunities (NSW Govt mean 6.8)

In addition to the Tell Them From Me survey staff input is sought annually through the People Matter NSW public Sector Employee Survey, 68% of the staff at Miller PS engaged with this survey.

94.45% staff said they understood what is expected of them to do their job

88.9% staff believe people in their work group treat each other with respect

88.6% staff said their manager encourages them to keep improving the work they do

86.1% staff said in the last 12 months they had received feedback to help them improve their work



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.

