

2023 Annual Report

Milperra Public School



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Introduction

The Annual Report for 2023 is provided to the community of Milperra Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Milperra Public School

Pozieres Ave

Milperra, 2214

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

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

9773 8419

School vision

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

School context

Milperra Public School is located in South Western Sydney- Inner region with an enrolment of 313 students. The school consists of 278 mainstream students and 25 students in support classes with autism and/or moderate intellectual disabilities. 3.5% of students are of Aboriginal descent and 32% of students are from a non-English speaking background. The school has strong relationships with an energetic P&C consisting of parents, caregivers and the wider community. Milperra Public School has a proud sporting history, provides opportunities in the performing arts and promotes student responsibility respect, lifelong learning and a desire for students to stand by our motto to 'Aim High'.

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Low level adjustment for disability
Integration funding support
Aboriginal background
English language proficiency
Socio-economic background
Per capita

Summary of progress

Data Driven Practices:

In the current academic year, our school has prioritised professional development for teachers, focusing on the effective implementation of data-driven practices. The primary goal was to enhance teaching methods and align them with the new K-2 Syllabus. Special emphasis was placed on collaborative analysis of student data from diverse sources, fostering a shared responsibility for data analysis among educators.

The professional learning initiatives aimed to empower teachers to implement practices that contribute to student progress. This involved a detailed exploration of the new Syllabus to identify data-driven strategies that complement its implementation, especially in grades 3-6. The overarching objective is to ensure a seamless continuation of assessment strategies across all levels of the school.

The underlying theory of action is centered on creating teaching and learning programs that are responsive to the needs of all learners. This responsiveness is evidenced by continuous revisions based on ongoing student assessments and the meticulous tracking of student progress and achievement.

Throughout the year, our school has made significant strides in the effective implementation of data-driven practices and the new K-2 Syllabus. The integration of relevant tracking sheets, now accessible to the entire staff, has greatly enhanced consistency and provided valuable transition information. Teachers have embraced cooperative planning sessions and stage meetings, demonstrating a heightened understanding of tracking methodologies and a proactive approach to making necessary revisions in their class programs. This collaborative effort has not only fostered a culture of shared responsibility for data analysis but has also led to tangible improvements in teaching practices. The evaluation data from our Professional Learning initiatives in 2023 indicates a noteworthy acquisition of new knowledge by teachers, particularly in the areas of data analysis and the nuances of the updated curriculum. This evidence underscores the success of our efforts to empower educators with the tools and insights needed to navigate the evolving educational landscape and ensures the continued growth and adaptability of our teaching community.

Personalised Learning:

The school emphasises the importance of staff reflection on progress and achievement data. This reflective practice is instrumental in evaluating student comprehension of various concepts, thereby fostering a culture of continuous improvement in both teaching and learning outcomes. Overall, the initiatives undertaken this year align with the school's commitment to data-informed decision-making and ensuring the educational success of every student.

The underlying theory of action is centered on ensuring the use of student assessment data to enhance teaching

effectiveness and provide tailored and responsive learning opportunities, ultimately supporting the diverse needs of all students.

The school has implemented a comprehensive approach to Personalised Learning (PL) by fostering collaboration among teachers, the learning and support team, and parents. Teachers have been actively involved in developing student profiles and Personalised Learning Support Plans (PLSPs) for students with additional support needs, with a commitment to reviewing these plans every semester. This information is integrated into class teaching programs, School Bytes (for PLSPs), and casual folders. Support staff, such as School Learning Support Officers (SLSOs), are employed to assist teachers in creating resources that effectively address individual learning needs, aligning with students' PLSPs. Regular data reviews throughout Semester One enable teachers, parents, and students to reflect on PLSPs and Pathway Plans. Collaborative review meetings involving teachers, the Learning Support Team (LST), and parents/carers facilitate the planning of future learning goals based on data analysis.

Literacy and Numeracy Intervention:

The focus for K-2 was Reading, and groups were formed to participate in the MiniLit program based on student assessment results. The focus for stage 2 and 3 was also reading. In stage 2, reading groups were formed based on student skill development required, to participate in reading intervention. In stage 3, reading groups were formed based on student skill development required, to participate in reading intervention. In class support was also provided for students in Stage 3 based on Numeracy needs flagged by class teachers during that week, as it was identified through assessment that these student needs vary greatly from topic to topic.

Two students identified as requiring 1:1 intervention participated in the MultiLit program with an SLSO three times per week. Bump It Up Groups were formed across Stage 2 and 3 based on class assessment data. This extension is to boost students who are/ would be considered to be sitting close to the top 2 bands in NAPLAN in Literacy.

Data monitoring and analysis indicated the programs in place were effective in accurately identifying and targeting the students requiring learning support. Triangulating data sources confirmed the students targeted were correctly identified and monitoring data indicated all students were achieving growth. We have successfully demonstrated expected growth in reading and plan to prioritise numeracy in 2024. Data analysis has identified student growth in numeracy is not as strong as reading. Furthermore, targeted intervention programs this year have prioritised literacy. As a result, in 2024 we will focus our efforts on ensuring that learning and support programs in numeracy are effectively targeting student needs and support learning improvement in numeracy.

The impact of our concerted efforts in implementing data-driven practices and the new K-2 Syllabus has been profound, fostering fluid and effective learning programs. A key outcome is the establishment of robust support systems for students who exhibited regression or limited progress. Notably, 92% of students in K-2 are now on track or surpassing expectations in Initialit, reflecting the success of our targeted interventions. For those not yet on track, personalised support mechanisms are actively in place. The Year 3, 5, and 6 Check-In data further validates the positive impact, revealing reading results that surpass both statistically similar schools and the state average. This encouraging outcome underscores the effectiveness of our data-informed practices in elevating student learning outcomes and demonstrates the tangible benefits of our commitment to continuous improvement and responsive teaching methodologies.

While celebrating the success in literacy improvement, our analysis highlighted a need to shift focus towards numeracy in the upcoming year. Despite significant progress in reading, our assessment underscores that numeracy growth hasn't been as robust. Hence, the upcoming year will prioritize the development and implementation of effective intervention programs tailored to numeracy needs.

Our primary goal for the forthcoming year is to recalibrate our efforts, ensuring that numeracy programs receive the same attention and effectiveness as our literacy interventions. We aim to refine our strategies, leveraging the successful models implemented for literacy improvement to elevate numeracy skills across the board. By focusing in on numeracy, we aspire to replicate the growth and success witnessed in reading. The commitment remains steadfast in providing tailored interventions that empower every student to achieve their fullest potential across both literacy and numeracy domains.

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
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of Year 3 students achieving growth in numeracy has increased by 14 %. The Check-in Assessment mean scale score indicates the percentage of

<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>Year 5 students achieving growth in numeracy has increased by 9.4%.</p>
<p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of Year 3 students achieving growth in reading has increased by 13.4 %.</p> <p>The Check-in Assessment mean scale score indicates the percentage of Year 5 students achieving growth in reading has increased by 7.1 %.</p>
<p>An increase by 15-20 percent of teachers providing evidence that they use data regularly to inform their practice</p>	<p>Stage meeting data analysis and data talks indicates an increase of 30% in the number of teachers providing evidence that they use data regularly to inform their practice.</p>
<p>An increase by 10-15 percent of teachers providing evidence that their assessment tasks allow for students to demonstrate the full range of their learning and mastery.</p>	<p>Stage based planning for assessment indicates an increase 40% in the number of teachers providing evidence that their assessment tasks allow for students to demonstrate the full range of their learning and mastery.</p>

Strategic Direction 2: Wellbeing and Engagement

Purpose

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

Initiatives

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

- Wellbeing
- Engagement

Resources allocated to this strategic direction

Summary of progress

Well-being:

Through the dedicated implementation of our school improvement plan in 2023, we have witnessed a transformative shift in the overall school environment. Respectful and positive relationships now permeate every corner of our school, reflecting our core values and expectations. The active involvement of families in their children's learning has become a cornerstone, fostering a close partnership with the school that supports learning through various channels, providing insights into student goals and progress. The continuous planning, monitoring, and evaluation of our whole school approach to student well-being and engagement have created a dynamic and responsive educational environment. Teachers have notably enhanced their expertise in addressing specific learning and behavior support needs, guided by high-functioning Learning and Support processes that actively involve both teachers and parents in supporting students. The entire school community now radiates aspirational expectations for the progress and achievement of all students, demonstrating a commitment to high standards. Our planning for learning is now informed by holistic information about each student's well-being and learning needs, ensuring a comprehensive and personalised approach. Collaboration between teachers, parents, and the community has strengthened, fostering consistent and systematic processes to mitigate the impact of student absences on learning outcomes. The cumulative result is a school community that thrives on a foundation of strong relationships, effective support structures, and unwavering commitment to the success and well-being of every student.

In the upcoming year of 2024, our primary focus will centre on enhancing our behaviour system to ensure a more equitable distribution of students reaching the platinum level. The goal is to refine our system to accurately identify and celebrate those students who truly embody exemplary behavior and contribute positively to our school community. This endeavor will necessitate a collaborative team approach, involving teachers, staff, and administrators working together to assess and modify our existing behavior criteria. Recognising the importance of positive reinforcement, we aim to incorporate class reward systems that provide additional praise and encouragement for students displaying commendable behavior, thereby fostering a supportive and encouraging classroom environment. Concurrently, we are committed to addressing attendance concerns and improving overall attendance rates. Through careful monitoring and targeted interventions, we aim to create a school culture where regular attendance is not only expected but actively supported. By focusing on both behaviour and attendance, our objective for 2024 is to cultivate a positive and inclusive learning environment that recognises and promotes the success of all students.

Engagement:

In the spirit of fostering a more inclusive and positive school culture, a key emphasis for 2024 will be the promotion and enhancement of a robust student voice culture. We recognise the intrinsic value of providing students with meaningful opportunities to express their thoughts, ideas, and concerns, thereby empowering them to actively contribute to the shaping of their educational experience. To achieve this, we plan to implement initiatives that amplify student voices across various aspects of school life, from classroom decision-making to broader school policies. We aim to integrate student feedback mechanisms into curriculum development and school activities, ensuring that their perspectives are integral to the learning experience. This student-centric approach is designed to create a sense of ownership and belonging, reinforcing the understanding that each student plays a vital role in the collective success of the school. Furthermore, we will explore innovative ways to celebrate and showcase student achievements and talents, fostering a positive sense of identity and belonging. Whether through assemblies, exhibitions, or other public platforms, highlighting

the diverse skills and accomplishments of our students will contribute to a culture that values and appreciates the individual strengths each student brings to the community. In essence, our commitment to a strong student voice culture in 2024 reflects our dedication to creating an educational environment where every student feels heard, valued, and an integral part of the school community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Achievement of system-negotiated target from TTFM: <ul style="list-style-type: none"> Percentage of students with positive wellbeing (advocacy, belonging, expectations) to increase by 2.7%. 	78% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this system target.
<ul style="list-style-type: none"> An increase in positive student engagement by 5%. 	Suspension and behaviour data of shows an increase in positive student engagement by 7%.
Achievement of system-negotiated target- Attendance: <ul style="list-style-type: none"> An uplift of 4.2% of students attending 90% or more. 	The number of students attending greater than 90% of the time or more has decreased by 2%
An 8-10% increase of students (across the school) being actively engaged in learning as measured by executive through the collection of learning data during classroom walk-throughs.	Classroom walk-throughs and internal school data of 89% shows an increase of 8.3% of students (across the school) being actively engaged in learning.

Strategic Direction 3: Explicit teaching through evidence-based practices

Purpose

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

Initiatives

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

- Excellence in Teaching
- Reflective Teaching Practice

Resources allocated to this strategic direction

Professional learning

QTSS release

AP Curriculum & Instruction

Summary of progress

Excellence in Teaching:

Our Strategic Improvement Plan has guided our actions and initiatives, steering us toward a future where learning is transformative, and every student thrives. Central to our progress is the commitment of our educators to professional learning. This year, the focus on Explicit Teaching and other targeted areas of interest has deepened our collective knowledge and refined our instructional practices. Our school's dedication to ongoing professional development remains a cornerstone of our strategic vision. The success of our strategic initiatives is reflected in the well-managed learning environments that permeate Milperra Public School. A consistent positive, school-wide approach ensures that challenging goals are set, and effective feedback is elicited and utilised. This approach has created a culture of academic rigor, fostering an atmosphere where every student is encouraged to reach their full potential.

Reflective teaching practice:

This year, our collective efforts have propelled us towards our goals, and we are delighted to share the highlights of our success.

1. Explicit Systems for Collaboration and Feedback: One of the key accomplishments this year has been the successful implementation of explicit systems for collaboration and feedback. Through these systems, we have fostered a culture of collaboration that sustains quality teaching practices across all levels. Teachers have embraced opportunities to share insights, resources, and strategies, contributing to a vibrant professional learning community.

2. Professional Development in Innovative Practices: Our commitment to staff development has been unwavering. Throughout the year, our educators have been provided with opportunities to enhance their skill sets and knowledge in innovative and evidence-based practices. This investment in professional growth has not only enriched our staff but has also had a direct positive impact on the quality of teaching and learning experiences for our students.

3. Observation and Feedback: To further promote professional growth, staff engagement in regular opportunities to observe each other's teaching practices has been a highlight. The constructive feedback, centered around innovative and evidence-based practices, has created a supportive environment for continuous improvement. This collaborative approach has elevated the overall teaching standards within our school community.

4. Aspirational Expectations for Learning Progress: Our entire school community, including educators, students, and parents, has consistently demonstrated aspirational expectations for learning progress and achievement. The shared commitment to the pursuit of excellence is evident in the collective efforts invested in fostering an environment where every student can thrive academically and personally.

In conclusion, the achievements of this academic year are a testament to the dedication, collaboration, and innovation embedded within the culture of Milperra Public School. We demonstrate a commitment to excellence and look forward to building upon these successes in the coming year.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<ul style="list-style-type: none"> • An increase by 20% of teachers providing evidence that they use explicit teaching in most of their lessons. • Effective classroom practice (explicit teaching) in the Teaching Domain of the School Excellence Framework is measured at Sustaining and Growing. 	<p>Classroom walk through indicate an increase of 22% of teachers providing evidence that they use explicit teaching in most of their lessons.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of explicit teaching with in the element of effective classroom practice.</p>
<ul style="list-style-type: none"> • An increase by 15-20% of teachers providing evidence that they give detailed feedback to students on how they can improve their work. • Effective classroom practice (feedback) in the Teaching Domain of the School Excellence Framework is measured at Sustaining and Growing. 	<p>Written feedback to students as observed in book work and assignment result sheets indicates a 17% increase of teachers providing evidence that they give detailed feedback to students on how they can improve their work.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of feedback with in the element of effective classroom practice.</p>
<ul style="list-style-type: none"> • An increase by 25% of teachers providing evidence that they regularly observe their colleagues teach. 	<p>Documentation analysis indicates an increase of 28% of teachers providing evidence that they regularly observe their colleagues teach.</p>
<p>Achievement of school-determined target from What Works Best staff survey:</p> <ul style="list-style-type: none"> • An increase by 25% of teachers providing evidence that they work with students to develop challenging goals relevant to their learning. 	<p>What Works Best Survey results indicate an increase of 27% of teachers providing evidence that they work with students to develop challenging goals relevant to their learning.</p>
<p>90% of teaching and learning programs across the school demonstrate that explicit teaching strategies are embedded in the delivery of most lessons.</p>	<p>Document analysis (Class Programs) indicates that 95% of teaching and learning programs across the school demonstrate that explicit teaching strategies are embedded in the delivery of most lessons.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$194,664.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Milperra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$58,051.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Milperra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Literacy and Numeracy Intervention <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Multilit program implementation. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in effectively implementing data-driven practices to support all students in demonstrating progress in reading. 92% of students in K-2 are now on track or surpassing expectations in Initialit, reflecting the success of our targeted interventions. For those not yet on track, personalised support mechanisms are actively in place. The Year 3, 5, and 6 Check-In data further validates the positive impact, revealing reading results that surpass both statistically similar schools and the state average.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be prioritise numeracy intervention and ensure that learning and support programs in numeracy are effectively targeting student needs and support learning improvement in numeracy.</p>
<p>Aboriginal background</p> <p>\$16,896.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Milperra Public School. Funds under this equity loading have been targeted to ensure that the performance of 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>Aboriginal background</p> <p>\$16,896.19</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in 100% of Aboriginal families engaging in the Pathways process. TTFM Data showed that 100% of Aboriginal students believed that teachers value academic achievement and hold high expectations of all students 'Expectations for Success'. 100% also agreed that active consideration and support of individual students' academic and wellbeing needs was provided.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue with the current format of support, utilising SLSOs to ensure Aboriginal students can effectively engage with their learning and culture.</p>
<p>English language proficiency</p> <p>\$86,598.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Milperra Public School.</p> <p>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"> • Literacy and Numeracy Intervention • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in student progress showing high growth on the EAL/D learning progressions, with 89% of EAL/D students achieving expected or above expected growth. Additionally, EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to improve teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$153,987.24</p>	<p>Low level adjustment for disability equity loading provides support for students at Milperra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$153,987.24</p>	<p>include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to provide additional support for identified students through the employment of trained SLSOs.</p>
<p>QTSS release</p> <p>\$71,612.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Milperra Public School.</p> <p>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"> • Reflective Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of professional learning communities to strengthen evidence-based practice within each classroom • implementation of observation and professional conversations to strengthen quality teaching practice • facilitating reflective practice during professional learning <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in all teachers engaging in professional reflection and the sharing of effective practice. There was a confidence boost in teachers sharing their classroom practice and reflecting on how that fits in with the curriculum reform. Teachers were able to identify the strengths and expertise in their own current practice and that of others, building a bank of knowledge available to teachers within our school.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps are to engrain reflective teaching practice in our school culture, through continuing to engage our teachers in professional dialogue, collaboration, classroom observation and the modelling of effective practice to facilitate the improvement in teaching practice and student results.</p>
<p>COVID ILSP</p> <p>\$80,239.83</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy -reading <p>The allocation of this funding has resulted in the following impact:</p>

<p>COVID ILSP</p> <p>\$80,239.83</p>	<p>The allocation of this funding has resulted in supporting the improvements of students individual learning needs within numeracy and literacy.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps are to continue to provide individualised learning support, with a stronger focus on students' numeracy skills improvement.</p>
<p>Professional learning</p> <p>\$27,943.89</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Milperra Public School.</p> <p>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 • Excellence in Teaching • Reflective Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • course costs for staff undertaking recognised courses • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in teaching and learning programs that are consistent across classes and consist of activities that will maximise student learning potential. It will also promote a culture of high expectations of learning progress and achievement for all students.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps are for middle leaders to continue to facilitate learning communities and collegial discussions. developing a culture where teachers engage in professional dialogue, collaboration, classroom observation and the modelling of effective practice to facilitate improvement in teaching practice and student results.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	155	159	157	159
Girls	129	145	152	158

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.3	94.7	89.8	93.2
1	93.5	95.0	90.3	93.2
2	93.5	91.8	88.9	92.9
3	94.2	94.6	89.1	92.7
4	95.4	93.5	91.4	92.9
5	93.8	95.3	89.5	90.5
6	92.9	92.8	91.5	92.0
All Years	94.2	94.0	90.1	92.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	13.99
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
Teacher EAL/D	0.2
School Administration and Support Staff	6.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	295,547.87
Revenue	4,609,494.51
Appropriation	4,294,800.28
Sale of Goods and Services	3,667.08
Grants and contributions	294,563.55
Investment income	16,463.60
Expenses	-4,498,548.25
Employee related	-4,014,185.86
Operating expenses	-484,362.39
Surplus / deficit for the year	110,946.26
Closing Balance	406,494.13

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.

	2023 SBAR Adjustments (\$)
Targeted Total	131,214
Equity Total	315,533
Equity - Aboriginal	16,896
Equity - Socio-economic	58,052
Equity - Language	86,598
Equity - Disability	153,987
Base Total	3,265,905
Base - Per Capita	85,792
Base - Location	0
Base - Other	3,180,113
Other Total	313,074
Grand Total	4,025,726

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

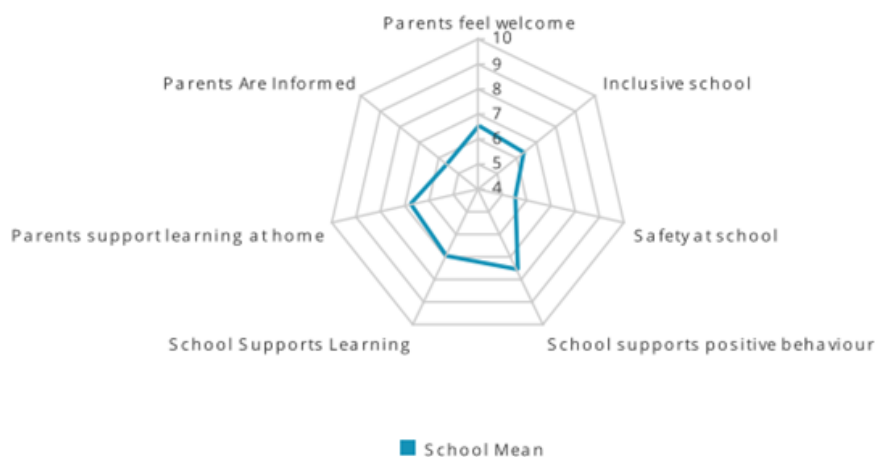
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Milperra Public School has consistently fostered strong connections with our parents/carers and the broader school community throughout 2023. We deeply understand and appreciate the significance of feedback from students, parents, and teachers as a pivotal element in advancing school improvements and achieving excellence in education. Our focus is on enhancing parent participation in school surveys to further enrich our collaborative efforts.

Our school continues to be held in high esteem by students, parents, and the local community. The strong sense of community within Milperra Public School is evident, with students and parents/carers expressing their appreciation for the knowledgeable, passionate, dedicated, and caring staff. Feedback structures within the school highlight the community's high regard for the diverse extracurricular activities offered by the staff, contributing to a vibrant school experience throughout each week. Parent/carer engagement remains robust, evident in the high attendance at various school events. The positive relationships between staff and parents/carers are continuously nurtured through:- Monthly P&C meetings, accommodating 10-15 parents, held both online and face-to-face in 2023.- Active participation of parents in special events, showcasing the school's commitment to valuing parent involvement.- Electronic delivery of the school's newsletter and weekly updates through the School ENews App.- An enhanced electronic sign and message noticeboard, effectively communicating current events, achievements, and reminders.- The Milperra Public School Facebook Page, a dynamic communication channel with a substantial following in the Milperra Community, regularly sharing events and school news.- Utilisation of SeeSaw across the whole school to facilitate communication between teachers and parents, showcasing student learning. The importance of student voice is paramount at Milperra Public School, as evidenced by the Tell Them From Me data, indicating high student satisfaction. In 2024, our goal is to increase parent involvement in reflective practices across various areas. A recent staff culture survey revealed that all staff members enjoy working at our school, highlighting the dedication and collegiality of our hard-working team. We are committed to empowering students by providing meaningful opportunities for them to express their thoughts, ideas, and concerns. In 2024, we aim to implement initiatives that amplify student voices in decision-making processes, ensuring their perspectives play a central role in curriculum development and school activities, enriching the overall learning experience.



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.