

2023 Annual Report

Miller Public School



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Introduction

The Annual Report for 2023 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 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

Professional learning

Low level adjustment for disability

English language proficiency

Socio-economic background

QTSS release

AP Curriculum & Instruction

Aboriginal background

Per capita

Summary of progress

Data Driven Practices

Throughout 2023 the focus has been on building staff capacity and ensuring effective strategies and processes for data analysis and reflection are used as evidence to plan effective lessons and intervention. Professional learning has been embedded to foster data literacy, data analysis and data use in teaching for all staff. This has built staff knowledge in the use of data to inform their practice and assessment. Teachers systematically analyse and use data and Literacy and Numeracy progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth. There has been the establishment of an Instructional Leader position for each stage team to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Professional Learning around high level data such as NAPLAN and Check In assessments was undertaken and the data was analysed to isolate the trends in learning needs for different student cohorts. This was then reported back to teachers to help them adjust teaching programs tailored to the cohort needs via professional learning lessons. At a classroom level data is gathered by teachers and intervention staff to track student progress and customise teaching and intervention programs. Every five weeks teachers and intervention staff meet to discuss student needs and feedback on student achievement. This cycle of discussion and feedback around data ensures that every student is known and supported throughout their learning journey. The intervention staff use Literacy and Numeracy Learning progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth allowing for targeted personalised learning opportunities. To facilitate the ability to hold "Data talks", they are now being conducted after school as part of the Teacher Professional Learning schedule. 100% of surveyed teachers who participated in Data talks have expressed that the Data Talks effectively identify those students who require additional support and or extension. Data talks have moved from low level discussions focusing on a deficit model and moved towards teachers more authentically identifying students by areas of need. Teachers are considering whether a candidate can be catered for in their program or whether a Boost is an appropriate intervention. This has resulted in a clearer understanding of the students being identified and their needs.

Processes have been implemented to timetable assessments and when data is needed to support discussion and academic reporting. All data that is collected, is collated in a central location so that we can get a holistic ongoing view of a student. This data is tagged to the student allowing for year to year growth to be tracked and is communicated to teachers as students change classes through their learning journey at Miller. This is a transparent process which also enables students with additional support needs to be tracked through the Learning and Support Team and

communicated to teachers, agencies and carers. Data analysis and reflection will continue to be areas of focus for 2024 when planning effective lessons and intervention.

Personalised Learning

There has been a school wide focus on embedding a learning culture that enables efficient and consistent identification of students requiring personalised learning. Processes and systems are used to track and monitor student growth to inform action plans in Literacy and Numeracy. Staff expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities. Learning intervention has been embedded to target students through boosts that focus intervention support and promote opportunities to improve student learning outcomes. Personalised learning took the form of small group withdrawal targeting Occupational Therapy, Literacy and Numeracy, EAL/D, HPGE and Aboriginal students. From Term 2 onward, MultiLit was utilised to support the individual learning needs of identified students through the Learning and Support intervention program. Ongoing Professional learning is undertaken throughout the year to support teachers in supporting all student's needs including cultural, academic, social and emotional.

Data is used to identify if students are on track, need support or extension and from this students can be identified to receive a Boost based on that information. Boosts are targeted small groups that focus on 3-4 specific goals for 5 weeks. These include EAL/D, Cultural, High potential, MultiLit and standard boosts across Literacy and Numeracy. Teachers receive a report at the end of the Boost cycle to report on student achievement. These Boost reports are also used to write the individualised intervention and EAL/D comments in school reports, allowing transparency with parents. To ensure the delivery of quality Personalised learning opportunities, teachers and SLSO's regularly undertake professional learning in cultural awareness, literacy, numeracy, and wellbeing to support all student's needs including cultural, academic, social and emotional. 100% of teachers indicated that they found the data days useful in identifying student needs and 75% of teachers found the Boost reports useful. 554 Boosts were delivered across Literacy and Numeracy across the year to support students. Embedding a learning culture that enables efficient and consistent identification of students requiring personalised learning will continue to be a focus in 2024.

Curriculum and Communication

All students in the Support Unit are assessed using the Passport for Learning, a holistic, formative assessment of students' development in 4 domains - cognitive, receptive, expressive and social. The data gathered from this assessment is used to implement class based 'Flow Groups' which meet the identified social emotional needs of students through weekly play-based activities. The API&S leads the implementation of this program and supports staff with collecting and analysing data.

From the evaluated data it has been identified that 83% of our Students in the Support Unit require extensive explicit modelling and support, using visual, verbal and gestural prompts to increase their capacity to utilise their social-emotional skills in our school environment. Flow groups has provided the foundation for our students to build on their social-emotional skills in a play-based environment. It is anticipated that these skills will be transferred into their everyday routines outside of the classroom. Currently, only 19% of our students can implement social-emotional skills independently.

100% of staff surveyed indicated that the Flow Groups sessions helped their students develop their communication skills with either the class teacher, their peers or both. Teachers have also identified that 'students are waiting for their turn, inviting each other to play a game and they are gaining confidence when sharing their views'.

Student data indicates that 90% of students identify that Flow Groups has helped them to take turns and 87% have learnt to work with their friends better. 82.6% of the students surveyed also felt that Flow Groups has helped them deal with their emotions better.

100% of staff identify that Flow groups has had a positive impact on students social-emotional skills and learning and this program should continue to be implemented throughout their school years. From the data, it is evident there needs to be a focus on the development of turn taking, engaging with others, using social conventions, play and interaction with others, pretend role-play and the management of emotions and self-regulation. This will continue to promote and develop the social-emotional learning and communication skills of all students in the Support Unit.

This year particular focus was given to the way in which we capture student voice, considering that 63% of our current student cohort is non-verbal. Staff looked at ways that would be both accessible, relevant and engaging for all our students to ensure that staff were able to identify what our students thought about some of the programs that the school has on offer, in particular Music Therapy.

Ms Nguyen, a member of the Intervention team, created a pre and post Music Therapy survey for students, both non-

verbal and verbal, to complete. Students completed this survey, with support from a SLISO if required, before and after Music Therapy sessions in Term 2. Ms Nguyen also created opportunities to observe students interacting with musical instruments, without any support from a teacher or SLISO, to see what they knew about interacting with musical instruments.

The survey data identified that 64% of all Support Unit students were either happy or very happy to attend Music Therapy. More than half of all students wanted to learn how to play musical instruments and the top five instruments students wanted to learn to play were the guitar, egg shaker, drums, xylophone and the maracas.

Ms Nguyen also held a small focus group with 7 students in Years 3 to 6. The discussion focused on the students' personal experiences they had in Music Therapy. The overall feeling of the program was 'its so much fun and cool' and 'I love it because I want to learn the guitar'!

In gaining further student voice, the API&S also introduced two modified assessments - one an online Tell Them From Me (TTFM) survey which takes questions from the original survey however presents them in a visual format and offers a 'yes, no and sometimes' response, and the second a photo voice survey - predominately developed for students with limited verbal communication skills. The photo voice survey allows students to respond to the following questions by selecting the desired visuals - 'what do I like about school' and 'what I don't like about school'.

- 51% of the Support Unit cohort were able to complete the online modified TTFM survey. The findings were as follows:
- 92% of students feel that they have friends at school.
 - 65% of students want to come to school, feel valued for who they are and feel that school is a place where they belong.
 - 59% of students feel proud of their school whilst 66% of students feel safe at school.
 - 77% of students feel that their teacher helps and listens to them with 74% of students feeling that their teacher cares about them.
 - 85% of students feel that their teacher encourages them to do well at school and 74% of students feel that the teacher will help them fix a problem if something makes them upset or angry.

On Staff Development Day, Term 3, all Support Unit staff attended the SEPLA-CON 2023 Change, Challenge and Choice conference at the International Convention Centre in Sydney. Over 1,800 delegates attended this special education conference, which ran for two days. The Support Unit team at Miller Public School engaged in a number of workshop sessions and listened to a number of Keynote speakers including Toni Powell, the author of 'The Yellow Taxi' and Gary Jubelin. 100% of all Support Unit staff surveyed said that they enjoyed the SEPLA conference and had learnt something that they would take back to implement in their classrooms.

In networking and engaging with similar school settings Miller Public School have hosted a number of local school visits including Liverpool Hospital School to our Support Unit showcasing best practice in teaching and learning in special education. We have shared specific and relevant resources for teacher use as well as supporting the Cowpasture Network of Schools with the Deputy Principal delivering professional learning in Communication. We have continued to facilitate the API&S professional learning network across schools with 7 or more support unit classes and shared our journey through the Inclusive Executive Entitlement Evaluation visit with CESE.

Ongoing use of specific assessment tools for students with a disability and sustaining an effective communicative system for all students will continue to drive this initiative in 2024.

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
Check In Assessment An uplift of 3% in results for reading in Year 5 for 2023, compared with Year 4 in 2022.	Check In data indicates that: <ul style="list-style-type: none">• there was a reduction in the whole school average of correctly answered questions from 41.6% in 2022 to 41.3% in 2023. This was a reduction of 0.3%.
Check In Assessment An uplift of 3% in results for numeracy in Year 5 for 2023, compared with Year 4 in 2022.	Check In data indicates that: <ul style="list-style-type: none">• there was an uplift in the whole school average of correctly answered questions from 44.5% in 2022 to 48.4% in 2023. This was an uplift of 3.9%.
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.	<p>PLAN data indicates that:</p> <p>The overall percentage of students that are at or above grade expectation in phonics is 55%.</p> <ul style="list-style-type: none"> • 70% of Kindergarten students are at or above phonics expectation using the Phonics Diagnostic Assessment based on PKW4.1. • 50% of Year 1 students are at or above phonics expectation using the Year 1 Phonics Screening Check based on PKW6.1. • 44% of Year 2 students are at or above phonics expectation using the Phonics Diagnostic Assessment based on PKW8.1 and PKW8.2.
A minimum of 30% of students in Years K-6 are reading at the expected grade level.	<p>Reading data indicates that:</p> <p>The overall percentage of students that are reading at or above grade expectation is 35.2%.</p> <ul style="list-style-type: none"> • 4.44% of Kindergarten students are at or above expected reading level based on the Sparkle assessment. • 21.28% of Year 1 students are at or above expected reading level based on the Sparkle assessment. • 23.08% of Year 2 students are at or above expected reading level based on the Sparkle assessment. • 24% of Year 3 students are at or above expected reading level based on the PM bench marking assessment. • 50% of Year 4 students are at or above expected reading level based on the PM bench marking assessment. • 74.19% of Year 5 students are at or above expected reading level based on the PM bench marking assessment. • 76.92% of Year 6 students are at or above expected reading level based on the PM bench marking assessment.
A minimum of 30% of students in Years K-6 achieve at the expected grade level as assessed by the SENA maths assessment.	<p>IfSR data indicates that:</p> <ul style="list-style-type: none"> • The overall percentage of students that are at or above grade expectation in Numeracy is 34%. <p>IfSR was used to collect numeracy data as it was the preferred assessment tool available through the Department of Education. It further links to the new Mathematics syllabus documents and the National Literacy and Numeracy Progressions.</p>
<p>Processes are strengthened to support the identification of students requiring personalised learning intervention.</p> <p>Systems of intervention are strengthened for students requiring personalised learning intervention.</p> <p>Staff are consolidating their understanding of data and using it to identify students requiring personalised learning intervention.</p>	<p>Staff survey data indicates that:</p> <ul style="list-style-type: none"> • 67% of staff find Data talks, as the process to identify students requiring personalised learning intervention, useful. • 100% of staff rate Learning Boosts at a 3 or above out of 5 in effectiveness for improving student learning outcomes.
Staff can apply their strengthened knowledge of the pre progressions curriculum to develop individualised learning goals for students in the support unit.	<p>Staff survey data indicates that:</p> <ul style="list-style-type: none"> • 26% of the Support Unit cohort are accessing the Literacy and Numeracy Precursor Indicators when engaging in their learning activities. • 43% of the Support Unit cohort are accessing the Access Content Points in the K-S Syllabus when engaging in their learning activities. • 69% of the Support Unit cohort are accessing pre-Early Stage 1 outcomes when engaging in their learning activities. • 69% of the Support Unit cohort use the Literacy and Numeracy Precursor Indicators and the Access Content Points when reporting to families. • 100% 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.
Staff consistently use assessment tools to determine students individual	<p>Staff survey data indicates that:</p> <ul style="list-style-type: none"> • 57.1% of Support Unit staff are confident in the implementation of the

communication needs.

ROCC (Roadmap of Communicative Competencies) Assessment with 71.4% of staff using this tool to effectively identify an appropriate communication goal for student's Individual Education Plans.

- 71.4% of Support Unit staff use the visuals2go app to support student communication in the classroom.
- 100% 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 surveyed use end of unit assessments, the Sparkle assessment, and the ROCC assessment to develop individualised learning goals for students in the support unit.



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

AP Curriculum & Instruction
QTSS release
Socio-economic background
Professional learning

Summary of progress

Collaboration and Instructional Leadership

The Miller Public School Numeracy Block is underpinned by evidence informed strategies. The Numeracy Block provides a structure to assist teachers in planning their mathematics lessons. The Numeracy Block has different options for the bulk of the lesson, depending on the learners' grasp of the concept and/or procedure being taught. The first structure is based on the Gradual Release of Responsibility model or I do, We do, You do. Teachers explicitly teach and model the required outcome. Then students and teachers work together to demonstrate understanding. This is also where teachers can check for student understanding and reteach as necessary. Next, students work on the concept or procedure independently, with the teacher checking in and assisting as required. The second structure asks students to complete a Cognitively Demanding Task where they can demonstrate their learning and understanding while problem solving and investigating. Both structures require students to summarise and reflect on their learning. At this stage the teacher works to reteach any misconceptions and connect ideas and strategies.

The Miller Public School Assessment Schedule is a continual work in progress. All the assessments are the same throughout each stage, ensuring cohesion and collaboration. The assessments were chosen due to their ease of administration, evidence base and data gathered. The Assessment Schedule continues to be revised due to teacher feedback about how it is being implemented as well as the analysis of data gathered.

Curriculum Reform saw a shift in English and Mathematics syllabuses this year. These syllabuses became mandatory teaching in K-2. We have effectively engaged all teachers in microlearning professional learning around the new syllabuses, the evidence underpinning them and how to effectively teach, assess and report on them. Most teachers are in the "Enact" phase of curriculum implementation. 3-6 teachers also engaged with microlearning in order to prepare themselves for the new syllabus implementation next year. Instructional leadership through collaboration will continue to be a focus in 2024.

Evidence based explicit teaching practices across literacy and numeracy

This year, the school has invested in the Seesaw, Decodeable Readers Australia, Reading Eggs and Inquisitive platforms as part of the Technology Curriculum. These evidence informed platforms can be accessed by students and families at school and at home. Survey data indicated that all platforms are being used throughout the school. Between 64% and 92% of teachers (depending on the platform) would like them to be used again next year.

The school loaned Stem T4L kits from the Department. Students in K-2 had the chance to engage with Bluebots, Dash Robots and Lego Spike Essentials. 3-6 students experimented with Lego Spike Prime, Makey Makey and Micro:bit robots. 86% of staff surveyed felt that the robots were engaging and interesting to students and 71% agreed that the resources helped students to achieve student outcomes.

Teacher observations have been a focus for Miller Public School over the past few years. Unfortunately, due to staffing

constraints, observations have not been embedded as deeply as initially planned. However, 79% of staff agreed that being observed positively impacts their teaching and this will be a focus of Instructional Leadership in 2024.

Student Focus Groups have been implemented in their early stages this year. Students have reflected on their individual learning goals including on whether they achieved them, how they worked towards them and what was helpful to them. The questions asked of students were collected from a survey of teaching staff.

Evidence based teaching practices, as identified through the WWB publication will drive Instructional leadership in 2024.

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
Collaborative practice occurs within stage teams with scheduled opportunities for professional conversations around data and mechanisms exists to support the provision of feedback to colleagues around targeted focus areas.	100% of teaching staff have collaboratively worked together to plan units of work or scope and sequences. Data talks are scheduled every five weeks and 100% of teaching staff take part in them.
Teachers embed evidence based teaching practices in literacy programs.	100% of teachers are using evidence based practices in literacy instruction including instruction in the Big Six of Reading, explicit teaching and retrieval practice.
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 at Sustaining and Growing in the element of Learning and Development.
Staff demonstrate strongly developed skills in engaging technology effectively into classroom practice.	100% of staff surveyed engage with at least one of the technology platforms the school subscribes to.
School leaders demonstrate strongly developed skills as Instructional leaders who are developing their knowledge and understanding of current research.	100% of Instructional Leader executive staff members have developed their knowledge and understanding of current research this year through Instructional Leader collaboration sessions, collegial discussions and other professional learning opportunities.



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

Aboriginal background

Low level adjustment for disability

Professional learning

Summary of progress

Wellbeing

2023 was a success in terms of the wellbeing initiatives and activities. As a whole school staff engaged in a wide variety of activities and agencies to help target the development of our students problem solving skills, ability to communicate effectively with their peers and teachers, work as a team, self-regulation, friendship and kindness, taking turns, actively listening to others, making positive decisions and learning the art of self-control. Students were provided with leadership opportunities through our involvement in 2168 Children's Parliament, YLEAD, SRC, BECOME, Better Buddies, School Leaders and House Captains. All new staff that joined the school this year were able to successfully complete the BSEM training which has ensured the implementation of school wide expectations to positively support the social-emotional learning of all of our students, where utilising positive proactive strategies was most important when dealing with our challenging students and students with complex and additional needs. The school was able to provide students with an increased number of wellbeing activities and were able to target a wide variety of students across mainstream and support unit including programs such as PALS - Learning Links, Stop - Think- Do, Literacy and Numeracy foundation - Story telling through dance, breakfast library, Mission Australia, Zing Activ, Therapuppy and Zones of Regulation. These activities have been vital to effectively strengthen students' social-emotional development. All students involved in these programs were highly engaged and found these sessions to be beneficial. Attendance has been a huge focus and from the staff wellbeing survey it was identified that they believe as a school our attendance initiatives are excellent however, there still is only little improvements in terms of attendance.

It is essential for the improvement of the social-emotional learning, self-regulation, problem solving skills and communication skills for all students to engage in authentic and positive activities and practices. The staff have successfully been able to provide our students with these experiences and our positive partnerships with outside agencies are vital in order to be able to achieve this. The school aims to continue to strengthen these relationships over the next year ahead to ensure the wellbeing needs of our students on a daily basis are identified.

Engagement

2023 was another successful year in regards to engaging our students and community. The school continued to network with external agencies for our wellbeing programs which continued to strengthen and promote positive partnerships within our community. Community connect sessions were held weekly and saw anywhere between 4 and 11 families attend. In Semester 1, parents connected over a cup of coffee and a sweet treat. In Semester 2, parents partook in the 'Circle of Security' parenting program run by Uniting. Souths Cares engaged Aboriginal and Torres Strait Islander students as Miller Public School continued to strengthen existing partnerships with Aboriginal community members. Partnerships were built with the local PCYC and engaged students by sending them to sporting sessions every Friday. Here, students participated in sporting activities that they had not participated in before, such as boxing. Miller Minis strengthened partnerships with Communities for Children Speech Pathologists and Ready Set Go Mission Australia. Miller Minis gave Miller Public School the opportunity to build connections with new families whose children would be attending Miller in 2024. In Term 4, a Data Book that illustrated the highlights of 2023 was collaboratively created by staff. The Data Book was provided to each family along with a family survey which will assist in 2024 and future planning. We aim to continue to strengthen these partnerships in 2024.

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).	The number of students attending at or greater than 90% from 2023 was 59.4%, which has seen an improvement since last year of greater than 20%.
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 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 at Sustaining and Growing.
Analysis of suspension data shows that suspensions are minimised due to strengthened systems and mindsets, that provide the best wrap around support.	In 2024 there was a significant reduction in suspensions from previous years, with a total of 11 suspensions.
Authentic parent relationships are strengthened through regular, informal and formal conversations. Authentic partnerships with external agencies and services are sustaining and growing to provide the best wrap around support	The TTFM Parent Survey 2023 identified that 64% agree of our parents believe that our school is a culturally safe place for all students with 36% of parents strongly agreeing that school is a culturally safe place.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,091.35</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"> • strengthening orientation and transition program for identified students • subsidise school related costs for families who identify as refugee. These may include but are not limited to school uniforms, camps and excursions • 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, sport shirt 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, Community Planning Dinner, Transition to School Program and Kindergarten Orientation.</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 2024.</p>
<p>Integration funding support</p> <p>\$114,585.00</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. Data demonstrates a significant decrease in suspension rates and the number of negative behaviour incidents.</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>\$685,380.50</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

<p>Socio-economic background</p> <p>\$685,380.50</p>	<ul style="list-style-type: none"> • Personalised Learning • Evidence based explicit teaching practices across literacy and numeracy • 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 and wellbeing programs • 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 • professional development of staff in the visuals2go app to support student communication and learning needs • 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 • upgrading of school external learning spaces to ensure all students have equitable access to safe and engaging learning environments • facilitation of Student Led Focus groups to promote student voice and agency across the school in both learning and wellbeing activities <p>The allocation of this funding has resulted in the following impact:</p> <p>Miller Public School was awarded The Secretary's Award for School Achievement for our Miller Mindset. This award is presented to a NSW Public School who demonstrate via a specific program, event or initiative their commitment to learning outcomes, leadership, supporting students and /or creating a sustainable learning environment.</p> <p>72 students had the opportunity to develop their skills through the Social Emotional domain with regard to Leadership. Specifically these included:</p> <p>Children's parliament 4 students School Ambassador 1 student Master of Ceremonies South West Sydney Festival 3 students SRC 26 students Student Leadership 12 students YLead 16 students Mission Australia Community Connect 10 students</p> <p>88 students had their talents developed in the Creative domain across the year.</p> <p>Recorder group 10 students South West Sydney Festival Choir 10 students South West Sydney Festival Dance 23 students Story telling through ART/Dance numbers 31 students Gamarada Art Club 8 students Aboriginal Dance 6 students</p> <p>Miller Public School hosted students leaders from all primary schools across the Liverpool network through Y lead, a day capacity building and reflection.</p> <p>Year 6 students completed the BECOME program - a careers education course where goals and aspirations were developed and researched to promote future career choices.</p> <p>Funding from this initiative afforded students across the school the following opportunities :</p> <ul style="list-style-type: none"> * Better Buddies - Kindergarten and Year 5 buddy program developing the skills of friendliness, respect, valuing difference, including others and responsibility through formal and informal activities. * Life Education - 100% of students across mainstream and support unit participated. Teachers stated that the Life Education program was effective in regulating student emotions. They identified that the program was
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<p>Socio-economic background</p> <p>\$685,380.50</p>	<p>interactive and interesting. The program was enjoyable and addressed topics that students were able to reflect on and talk about different ways they could make healthy choices.</p> <ul style="list-style-type: none"> * Learning Links * Therapuppy - the benefits of Therapuppy were amazing, it brought positive energy, students were excited to see the dog and spend time with him. They wished they could spend time with the therapuppy for longer * Literacy and Numeracy Foundation provided dance lessons that incorporated Literacy learning to targeted EALD students. Student feedback identified that from participating in the program students identified a growth in confidence and happiness from 22% to 56%. 80% of the students who participated in these sessions identified that the program had helped them. Some feedback from students were, "Because I love dancing and performing. It helped me because it built my confidence up." * Mission Australia - Feedback collected from the Student Led Focus Group survey identified that this program allowed them to learn skills focusing on interacting with younger children and how talk to them. They identified their favourite part of the program was creating bonds with different kids, playing with the kids and making special friendships. * PCYC - 89% of staff indicated that students thoroughly enjoyed the program and that the program assisted to develop student's gross motor, coordination, communication, social and team building skills. In particular, students thoroughly enjoyed the boxing activities. Teachers agree that PCYC sessions should be open to students in K-2 and the Support Unit if the program is age appropriate. <p>The Wellbeing initiatives provided to students throughout 2023 provided targeted intervention to students across Mainstream and Support Unit focusing on topics such as friendship, communication, problem solving skills, working with others, self-esteem, self-regulation and resilience. From the 2023 Wellbeing survey, teachers identified that the most beneficial and enjoyable activities for students were Zing activ - 75%, Healthy Harold - 66.7% and breakfast library - 58.3%. The next most beneficial and enjoyable activity was Storytelling through dance and Gamarada Art Group.</p> <p>Structured Lunchtime Clubs</p> <p>The 2023 end of year teacher survey highlighted that Koori Club, PSSA, and Dance Group had most students attending followed by choir. Guided games have also been a positive structured break time activity to support positive engagement in games such as connect four, jenga, hand ball and quiots.. Students appear to be more engaged in play and social activities with their peers during break times which has minimised behavioural incidences on the playground.</p> <p>94% of teachers are utilising and incorporating the new playground spaces into their teaching and learning sessions occasionally. Teacher's are using the soft fall for science activities, sport and fitness activities and general outdoor learning experiences across all KLAs. During recess and lunchtime, the new soft fall playground is occasionally open for students to use. Teachers suggest opening the new soft fall playground at every break for students to use rather than only when other areas of the playground are not accessible. The new resurfacing has provided Miller Public School with safe and level access across the school. The support unit playground is accessed and utilised by 100% of Support Unit classes during recess, lunch and class time for a variety of activities and learning experiences. Teachers have suggested that the soft fall is open more frequently during recess and lunch to maximise the use of the new space.</p> <p>The Support Unit has been upgraded and now includes a sandpit with sandpit toys. A new shade structure has been scheduled to be installed in the upcoming January school break following the resurfacing of the support unit quad.</p> <p>Student led Goal Setting - 88% of teachers identified that the Student Led Goal Setting evening added high value to the engagement of students and their families in their learning. Teachers identified that this opportunity allowed them to form positive connections with their students' families, ensured positive communication lines were set and gave teachers one on</p>
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<p>Socio-economic background</p> <p>\$685,380.50</p>	<p>one time to discuss each students' learning trajectory with their families. It was an excellent opportunity to discuss how students can meet their goals and ways parents can be engaged in their child's learning. Teachers also identified student goal setting evenings allowed students to take pride in their learning, understand what their goals were and established a deeper connection and relationship between student, teacher and families.</p> <p>Seesaw - 100% of families connect to Seesaw and many were involved in their child's learning through using the app.</p> <p>After evaluation, the next steps to support our students will be: In 2024 the school funded Deputy Principal role will continue to be funded to support the implementation of this entire finding source. This role is instrumental.</p> <p>In addition, this funding will continue to be used to support school initiatives including: (but not limited to)</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 * Leadership programs * access to resources, learning environments and programs that promote positive engagement with learning and that develop the social, emotional , cognitive and physical needs of all learners.
<p>Aboriginal background</p> <p>\$62,572.40</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"> • Personalised Learning • Wellbeing • Engagement • 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: A new Aboriginal Education Officer was employed during the course of 2023. Our AEO worked across the year to develop relationships with our students and to support individual student engagement in activities including :</p> <ul style="list-style-type: none"> * PSSA * Sista speak with Miller THS * Combined Schools NAIDOC day * Aboriginal Cultural Dance group with Miller Technology High School * South Cares * Sorry Day & Reconciliation Week * NAIDOC Week activities supported by Miller Technology High School * Student Led Goal setting * Three Way Parent Teacher Interviews * Learning Boosts

<p>Aboriginal background</p> <p>\$62,572.40</p>	<p>After evaluation, the next steps to support our students will be: In 2024 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>\$223,752.36</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: The employment of specialist EAL/D teachers, along with employing bilingual SLSOs, resulted in EAL/D students receiving targeted support with a school-wide focus on building oral English language skills. Opportunities for small group learning was provided for new arrival students in addition to their in-class support. Student's requiring support to access English as an additional learning dialect had their needs addressed predominately through the learning boosts that were implemented in Miller.</p> <p>Learning Boosts * 85.71% of the students indicated that the Boosts had made them want to come to school more. All students indicated that the Boosts had contributed positively to their learning and 67% of the students indicated that they 'liked attending the Boosts sessions a lot' and a further 28% indicated they 'liked attending the sessions'. Overall the feedback from students was very positive from all attending students. 60 students attended group based Boosts and 2 classes received in class support to assist Kindergarten . * 100% of teachers indicated that they found the data days useful in identifying student needs and 75% of teachers found the Boost reports useful.</p> <p>Term 1 Achievement: 43 Literacy Boosts and 17 Numeracy Boosts were offered with an average attendance at boosts of 78.9% In Literacy, students achieved an average of 1.5 learning progressions out of an average of 3.4 targeted progressions. In Numeracy, students achieved an average of 1.5 learning progressions out of an average of 2.9 targeted progressions.</p> <p>Term 2 Achievement: 55 Boosts were offered to students. These comprised of 27 Literacy Boosts and 28 Numeracy Boosts. Average attendance at Boosts was 83.8% for this Boost session In Literacy, students achieved an average of 1.9 learning progressions out of an average of 3.3 targeted progressions. In Numeracy, students achieved an average of 2.1 learning progressions</p>

<p>English language proficiency</p> <p>\$223,752.36</p>	<p>out of an average of 3.2 targeted progressions.</p> <p>Term 3 Achievement:</p> <p>49 Boosts were offered to students. These comprised of 32 Literacy Boosts of which 4 were cancelled resulting in 28 Literacy Boosts being delivered and 21 Numeracy Boosts.</p> <p>Average attendance at Boosts was 83.7% for this Boost session</p> <p>In Literacy, students achieved an average of 1.5 learning progressions out of an average of 3.4 targeted progressions.</p> <p>In Numeracy, students achieved an average of 1.5 learning progressions out of an average of 2.9 targeted progressions.</p> <p>Term 4 Achievement:</p> <p>100 Boosts were offered to students. These comprised of 44 Literacy Boosts and 46 Numeracy Boosts.</p> <p>Average attendance at Boosts was 81.7% for this Boost session</p> <p>In Literacy, students achieved an average of 2.5 learning progressions out of an average of 4.25 targeted progressions.</p> <p>In Numeracy, students achieved an average of 2.8 learning progressions out of an average of 4 targeted progressions.</p> <p>Percentage of Boost type by Term:</p> <p>Term 1 - 55.6% of Literacy Boosts delivered were EAL/D and 57.1% of Numeracy Boosts delivered were EAL/D</p> <p>Term 2 - 18.4% of Literacy Boosts delivered were EAL/D and 25% of Numeracy Boosts delivered were EAL/D and 10.5% were Aboriginal Boosts. The number of EAL/D Boost dropped due to staffing.</p> <p>Term 3 - 36.8% of Literacy Boosts delivered were EAL/D and 68.2% of Numeracy Boosts delivered were EAL/D and 0% were Aboriginal Boosts due to staff resource reallocation</p> <p>Term 4 - 66.7% of Literacy Boosts delivered were EAL/D and 66.7% of Numeracy Boosts delivered were EAL/D and 0% were Aboriginal Boosts</p> <p>New Arrival Students</p> <p>In addition to learning boosts 5 students were targeted as new arrivals and these students received individual teaching time with an Intervention member of staff.</p> <p>The bilingual SLSO has actively supported community engagement at all key school events - Student Goal Setting evening, Three Way Parent Teacher Interviews, monthly P&C meetings, Community Connect, Kindergarten Orientation and our first ever Community PLanning evening. This evening was extremely successful in engaging families in a review of our Strategic IMprovement Plan with opportunities to seek feedback and drive the development of our new 2024 -2022 Strategic Improvement Plan.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The system of Learning Boosts to support EALD learners will continue in 2024 as will the employment of a bilingual SLSO. This member of staff has been invaluable in engaging our EALD families.</p>
<p>Low level adjustment for disability</p> <p>\$270,781.31</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 • Curriculum and Communication <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 specialist staff to collaborate with classroom teachers to build capability in meeting the numeracy needs of identified students

<p>Low level adjustment for disability</p> <p>\$270,781.31</p>	<ul style="list-style-type: none"> • 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: This funding allowed for students to benefit from the employment of additional therapies and SLSOs. A whole school focus on early intervention, quality class instruction and regular small group boost. A total of 142 Literacy boosts operated in 2023 and 112 Numeracy boosts operated in 2023. This funding assisted students with additional learning needs to access the curriculum in more equitable ways. Student learning plans were further refined to assist classroom teachers to better adjust and differentiate for students with additional learning needs. Additional time allocated to the Learning and Support Team led to a consistent and more streamlined approach to support consultation with parents and external agencies resulting in strengthened partnerships between all stakeholders. A tailored approach to the MultiLit programs was also utilised. MacqLit and MultiLit were offered across mainstream and support settings. Students achieved an average growth of 22 lessons through this program in the mainstream settings. 83% of staff felt that these programs were beneficial and this was supported by student achievement in lesson growth with students achieving an average of 17 'lessons' across the program delivery time.</p> <p>After evaluation, the next steps to support our students will be: In 2024 MacqLit and MiniLit will continue, this has been identified as a positive intervention for targeted students. The Boost model of Intervention will also continue to be implemented and embedded as targeted support for students requiring revision or extension to meet their individual needs.</p>
<p>Professional learning</p> <p>\$36,210.42</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"> • Data Driven Practices • Collaboration and Instructional Leadership • Wellbeing • Curriculum and Communication • 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 • engaging all staff in two full days of professional learning to develop understanding and professional pedagogy in embedding elements of Aboriginal culture and history into all aspects of school curriculum. • provide the opportunity fir all Support Unit staff to attend the SEPLA-CON 2023 Change, Challenge and Choice conference at the International Convention Centre in Sydney

<p>Professional learning</p> <p>\$36,210.42</p>	<p>The allocation of this funding has resulted in the following impact:</p> <p>Berry Street</p> <p>All new staff participated in the four day Berry Street Education Model training to help support student engagement, well being and self-regulation. Teachers completed exit slips and surveys to identify their main takeaways they found were interesting and would be able to implement from the course into their classroom practice.</p> <p>From the 2023 end of year survey 75% of staff identified Berry Street Education Model training to be well useful in supporting students with challenging and complex. Teachers are implementing morning circle such as greetings, values, setting expectations and announcements everyday into their classroom routines. 75% of teachers identified they are implementing the BSEM non-negotiables we identified as a whole school. It would be beneficial to see 100% of staff implementing the Berry Street strategies into their everyday practice to more consistently cater for students with challenging and complex needs.</p> <p>Staff have identified that Ready to learn plans have been positive - they asked whether all students required a ready to learn plan or whether just the high flyers needed them. Could the Ready to learn plan be adapted to include the colours related to the BSP. Staff have asked whether we could look at creating zen dens in all spaces - eg. library, maybe an outside zen den area?</p> <p>On Staff Development Day, Term 3, all of our Support Unit staff attended the SEPLA-CON 2023 Change, Challenge and Choice conference at the International Convention Centre in Sydney. Over 1,800 delegates attended this special education conference, which ran for two days. The Support Unit team at Miller Public School engaged in a number of workshop sessions and listened to a number of Keynote speakers including Toni Powell, the author of 'The Yellow Taxi' and Gary Jubelin. 100% of all Support Unit staff surveyed said that they enjoyed the SEPLA conference and had learnt something that they would take back to implement in their classrooms.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Funding in 2024 will be directed to support school priorities as identified in the new 2024 - 2027 Strategic Improvement Plan, system priorities around Curriculum reform and professional learning to support individual staff in achieving their PDP goals. Data gathered from the High Impact Professional Learning self assessment tool will support the prioritisation of this funding.</p>
<p>QTSS release</p> <p>\$62,971.78</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"> • Data Driven Practices • Evidence based explicit teaching practices across literacy and numeracy • Collaboration and Instructional Leadership • Other funded activities <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. These include instructional leadership through Strategic Direction 2 and agency engagement and wellbeing initiatives through Strategic Direction 3 • Assistant Principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact:</p> <p>Data - 100% of teachers have engaged in whole-school professional learning using the NESA Maths Microlearning Units. 100% of K-2 and SU staff have taught, assessed and reported using the new syllabi in English</p>

<p>QTSS release</p> <p>\$62,971.78</p>	<p>and Maths. An extensive stocktake and review of school resources for Mathematics and decodable Readers occurred to support implementation. Organisation, distribution and accountability for these resources occurred across Semester 1, including the purchase of difficult-to-find picture books from the Mentor and Supporting Texts Year A.</p> <p>100% of 3-6 staff have recently had the opportunity to engage more with the 3-6 Maths Syllabus by planning a unit of work. Due to the staggered implementation of the syllabus, particularly the delay between the K-2 and 3-6 syllabuses, teachers in the later curriculum stages have had fewer opportunities to engage with the new curriculum.</p> <p>In Stage 1, classroom teachers had the opportunity to observe a lesson by a fellow classroom teacher. Teachers reported this was a valuable experience to learn from. By the end of Term 3, all Stage 3 teachers had observed their Assistant Principal teaching a lesson. In Term 4, it was planned that the Stage 3 Assistant Principal would observe Stage 3 teachers teaching a lesson. The Stage 3 AP conducted her own lesson for the teachers to observe to ensure ease of activity and to create a safe space for constructive feedback.</p> <p>64.3% of teachers stated that they had a formal observation by a supervisor or other teacher in 2023, staff believe that there are various benefits to formal and informal observations.</p> <p>After evaluation, the next steps to support our students will be: Further professional learning opportunities at the whole school and team level, including time to observe and demonstrate lessons, are necessary across the school. Staff have demonstrated a commitment to structured observations from colleagues and these will be embedded through Instructional leadership sessions with teachers in 2024.</p>
<p>COVID ILSP</p> <p>\$199,175.07</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"> • providing intensive small group tuition for identified students who required speech therapy screening, assessment and follow up • providing intensive small group tuition for identified students who required occupational 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 intensive small group tuition for identified students who were identified as High Potential or Gifted • providing intensive one on one support to students with limited to no verbal communication skills to develop their use of the visuals2go communication app. This ensured equitable access to specialist resources including a purpose built communication app and speech therapy for support unit students • employment of additional staff to support MultiLit implementation <p>The allocation of this funding has resulted in the following impact: Programs operating under this source of funding complimented the boosts funded through the Low Level Adjustment for Disability funding allocation.</p> <p>Additionally, the school engaged allied health professionals to support student growth and achievement.</p> <p>Occupational Therapy There was an average of 11 sessions of OT offered per day. K-2 Students were withdrawn in groups across the term.</p>

COVID ILSP
\$199,175.07

Term 1 - 36 students
Term 2 - 45 students
Term 3 - 48 students
Term 4 - 46 students

Students may have received multiple opportunities to engage with the OT however the activities progressed from motor planning and body awareness skill to handwriting and pencil control skills. Initially the program was delivered in classes however, the model was changed to withdrawal sessions to minimise class disruption. 44% of all teachers believed that these Occupational Therapy sessions were beneficial to students. This survey included teachers and staff who were not involved in the program.

Speech

This year we funded the purchase of additional visuals2go app subscriptions to ensure that all iPads in the Support Unit had the app installed. Support Unit staff surveyed indicate that 71.4% use the visuals2go app within the classroom. They indicate that the app is used mainly in literacy activities and flow groups. Staff have also identified that the app is used to support students to make a choice, request and regulate their behaviour. Staff feel that the support they receive from Tony Bo in their classrooms is effective and they would like a similar model of support moving into 2024.

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

The use of this funding will be determined by the guidelines provided with the funding allocation in 2024. It is expected this will differ to that of 2023.



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	139	137	154	163
Girls	86	95	110	121

Student attendance profile

School				
Year	2020	2021	2022	2023
K	76.9	87.7	76.4	86.0
1	80.2	86.5	83.4	81.0
2	80.4	89.2	80.5	88.4
3	79.5	91.7	80.0	86.5
4	83.5	88.3	82.5	85.4
5	80.5	91.4	78.7	89.6
6	76.0	88.2	83.1	83.5
All Years	79.7	89.1	80.8	85.9
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
Deputy Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	14.41
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.6
Teacher EAL/D	1.4
School Counsellor	0.6
School Administration and Support Staff	9.58
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	246,542.25
Revenue	6,399,623.52
Appropriation	6,313,904.70
Sale of Goods and Services	41,550.91
Grants and contributions	41,501.84
Investment income	2,566.07
Other revenue	100.00
Expenses	-5,967,923.67
Employee related	-5,073,288.18
Operating expenses	-894,635.49
Surplus / deficit for the year	431,699.85
Closing Balance	678,242.10

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.



The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 SBAR Adjustments (\$)
Targeted Total	95,493
Equity Total	1,242,487
Equity - Aboriginal	62,572
Equity - Socio-economic	685,381
Equity - Language	223,752
Equity - Disability	270,781
Base Total	3,679,096
Base - Per Capita	80,571
Base - Location	0
Base - Other	3,598,525
Other Total	744,454
Grand Total	5,761,530

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2023 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

- 84% of Aboriginal students believe their teachers have a good understanding about their culture
- 85% of all students feel proud of their school
- 80% of students are usually or always treated with respect by other students at school in regard to their cultural background
- 79% of students feel they set meaningful goals for themselves in their schoolwork and aim to do their best
- 94% students have accessed Breakfast Club
- 88% of students can correctly identify the school values

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

- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback: 7.8 (NSW Govt Norm 7.5)
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice: 7.9 (NSW Govt Norm 7.7)

Parents

100% parents agree/strongly agree that school is a culturally safe place for their child

100% parents agree/strongly agree that their child's school reports provide them with information on how to best support their child in their learning

90% of parents feel the school is well maintained

90% believe the physical environment is welcoming

100% feel it is easy to move around the school

100% parents agree/strongly agree that the school helps students with disability or special needs to feel welcome

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

Parents feel welcome 8.4

Parents are informed 8.4

School supports learning 8.3

School supports positive behaviour 8.6

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 2023 Strategic Improvement Plan and large funded programs. Parents were asked the following questions:

Tell us a highlight of 2023.

Movie night, Science Fair, Festival - dance and choir, Community Planning dinner, Mother's Day breakfast

Do you feel welcome at our school?

100% parents feel welcome

Please tell us why.

Feel welcome every morning and staff are very friendly.

Teachers always greet with a smile.

I feel welcome because there are a lot of events also the staff are friendly and we are all involved and my kids are happy.

Because every day the principal and the teachers greet us early in the school day. They introduce themselves and make us feel welcome and they say hi.

I feel calm and relaxed that my child is in the safety of the school and due to all of the events and activities the school provides for students and families.

What does your child love the most about coming to school?

Friends, learning, the whole atmosphere, events, attendance prizes, the support provided.

Staff

School leaders have supported me during stressful times: 8.2 (NSW Govt norm 7.1)

I discuss my learning goals with other teachers: 7.9 (NSW Govt norm 7.8)

I use strategies to engage parents in their child's learning: 6.9 (NSW Govt norm 6.8)

I establish clear expectations for classroom behaviour: 8.6 (NSW Govt norm 7.5)

I discuss my assessment strategies with other teachers: 7.5 (NSW Govt norm 7.3)

People Matter

In addition to the Tell Them From Me survey staff input is sought annually through the People Matter NSW public Sector Employee Survey, 42% of the staff at Miller PS engaged with this survey.

95% staff felt comfortable notifying their manager if they become aware of risks at work

95% staff feel personal background is not a barrier to participation in their organisation

90% staff know? their organisations values

82% staff feel their manager encourages people in their work group to keep improving the work they do



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

