School context

Milton Public School is situated on the South Coast of NSW in a scenic rural and ocean setting approximately 250 kilometres from Sydney. Our school has approximately 600 students comprising of 24 classes and 2 special education classes for students with a range of disabilities.

Milton Public School boasts excellent facilities in extensive grounds. This outstanding environment assists in the continuing provision of a quality education in a happy, safe atmosphere where staff and students alike work productively and cooperatively.

There is a strong commitment to the welfare of all students and a belief that every child has the right to a safe and secure learning environment where they can work to achieve their full potential. Our school is student focused and students will always be our first priority.

Our experienced, talented and dedicated staff provide a strong academic, cultural, sporting and artistic foundation for life-long learning. We provide traditional, innovative and flexible learning experiences. Our strong academic focus in literacy and numeracy, with our core integrated programs, focuses on explicit and systematic teaching with specialised support to meet students’ needs.

Principal’s message

Milton Public School continues to be an exciting, innovative school with excellent facilities, dedicated staff, and quality teaching and learning programs. Our school has continued to involve our students in numerous events allowing them time to learn new experiences and extend their world. As a school we have worked hard, we have achieved a great deal and we have celebrated many achievements.

In 2013 our school was awarded an Illawarra South East Region Excellence in Education Award for Excellence in Teaching and Learning – School Leadership. Our 4 Assistant Principals have made an enormous contribution to Public Education and to the students in their care. They are outstanding teachers who have also demonstrated exceptional leadership skills as a team and with their staff. They are respected and held in the highest regard by their peers, their students, the parents and the wider community for the quality of their work and commitment to excellence.

The parents and members of the Milton Public School community have again this year shown great support for our school and our students. We have had an army of parent and community volunteers working in our school supporting our students throughout the year.

Our staff continue to work with colleagues across the Milton Ulladulla Learning Community to collaboratively develop education and transition programs and offer academic and extra-curricular opportunities for students. I am extremely proud of our students, staff and families and their ongoing commitment to our school.

Mrs Mary Lou Barclay, our Principal, will be leaving us this year and moving to the role of Director – South Coast Network. This is appropriate acknowledgement for the tremendous leadership she has shown as the Principal of MPS over the last 5 years. I wish her all the best in this role and thank her for her many highlights and achievements at MPS.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Robyn Coleman – Relieving Principal

P & C message

Another year has passed and what a productive year it has been. We held our annual Mother’s and Father’s Day Stalls, a huge Easter raffle and we had our Christmas raffle as well. We also celebrated an exceptionally successful fete day this year. These days involve a number of parents, grandparents and friends who voluntarily give up their time before the day, on the day and after the day. It is completely worth all the hours of work, meetings and tireless organisation when you see the children, teachers, parents, family and friends with big smiles on their faces, enjoying every minute of these days. It was great to see the variety of class stalls this year and these were a great success. Thank you just doesn’t seem enough, but the efforts of every single person involved are truly appreciated.
Our fundraising efforts have raised approximately $20,000 this year! Due to this great result, we have been able to contribute to many projects for the school. These have included our 2013 Annual Presentation Day, 2013 Kindergarten Orientation Day, our contribution to the school’s new phone system and we will also be building a new shelter for the Year two area and contributing to the cost of the new sound system for our school hall. We would like to thank every person and business who gave donations of time, gifts or money and look forward to your continued support in 2014.

Personally, I would like to give massive thanks to all members of the P&C, particularly to the executive members. We have worked extremely well together and we have given each other the support and guidance needed for our roles. Thank you to Dee and Lisa for their help over the past years on the organisation and running of our Mothers and Fathers’ Day stalls, we are so appreciative of what you have done. Thank you to Mary-Lou, Robyn, Greg and the MPS Admin team, who also give us endless support. Final thanks must go to all the parents that come to our meetings each month. Your input is invaluable and we look forward to welcoming more parents at our friendly and relaxed meetings throughout 2014.

Melissa Wills – P & C President

Student representative’s message

It is hard to believe we are at the end of seven fantastic years at Milton Public School. We are grateful for the amazing experiences and opportunities this school has given us; from public speaking and eisteddfods, to band, choir, amigos and music, along with many sporting opportunities and the traditional academic areas.

None of our successes would be possible without the many great teachers at Milton Public School. The staff put in extra time and give up lunch breaks to the benefit of the students. Thank you to the ladies in the office for always being so patient and kind, to the P&C for all of your many great projects, and to the parent volunteers who help in so many ways such as helping in the canteen, volunteer tutor reading and of course our great school fete.

As leaders of Milton Public School in 2013 we had a very busy year. Some of our responsibilities included hosting the ANZAC day Assembly at school and later marching and carrying out duties at the community ceremony. We hosted the Illawarra South East Region Multicultural Public Speaking competition as well as the Annual School Presentation Day ceremony. We also conducted whole school assemblies every Monday.

As school captains we have enjoyed working with fellow prefects Alexander Eggins, Jacob Webb, Kelsey Murray and Luka Reents to become the great role models that Milton Public School expects. We are proud to have been student representatives at a school as great as Milton.

We are excited about the challenges ahead of us and feel as though Milton Public School has prepared us well. We will always remember the great relationships we had with the Principal, staff and students. We wish the 2014 school leaders all the best.

Darci Evans and Lleyton Roach

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student Enrolment Profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>264</td>
<td>247</td>
<td>252</td>
<td>279</td>
<td>295</td>
</tr>
<tr>
<td>Female</td>
<td>302</td>
<td>286</td>
<td>287</td>
<td>287</td>
<td>318</td>
</tr>
</tbody>
</table>

[Graph of Enrolments]
In 2013 a very large Kindergarten intake of 98 students and a large Year 1 of 100 students, saw the number of classes increase from 22 to 24 classes. Additional enrolments throughout the year have increased our current enrolment.

### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.1</td>
<td>94.8</td>
<td>94.9</td>
<td>96.1</td>
<td>95.7</td>
</tr>
<tr>
<td>1</td>
<td>95.1</td>
<td>94.9</td>
<td>93.2</td>
<td>94.8</td>
<td>94.1</td>
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<tr>
<td>2</td>
<td>94.8</td>
<td>94.0</td>
<td>93.6</td>
<td>94.7</td>
<td>94.7</td>
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<tr>
<td>3</td>
<td>96.1</td>
<td>94.1</td>
<td>93.3</td>
<td>95.0</td>
<td>95.5</td>
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<tr>
<td>4</td>
<td>95.1</td>
<td>94.5</td>
<td>93.5</td>
<td>94.4</td>
<td>95.2</td>
</tr>
<tr>
<td>5</td>
<td>93.9</td>
<td>95.1</td>
<td>93.1</td>
<td>93.3</td>
<td>93.6</td>
</tr>
<tr>
<td>6</td>
<td>94.3</td>
<td>94.3</td>
<td>93.7</td>
<td>93.9</td>
<td>93.1</td>
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<tr>
<td>Total</td>
<td>94.8</td>
<td>94.6</td>
<td>93.6</td>
<td>94.7</td>
<td>94.6</td>
</tr>
</tbody>
</table>

### Management of non-attendance

Throughout each term information is written into the Parent Newsletter explaining the importance of regular attendance at school. If teachers are not provided with an explanation for student absences, teachers send home a written request and possibly a second request if necessary and/or follow up phone calls. Students with unexplained absences are monitored and referred to the Deputy Principal. When necessary, the Home School Liaison Officer becomes involved.

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**Farewell to our General Assistant, Graham Alexander.**

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### Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

#### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Support class teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>2.092</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.3</td>
</tr>
<tr>
<td>Itinerant Assistant Principal - Hearing</td>
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<tr>
<td>Itinerant teacher – Hearing disabilities</td>
<td>1.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.08</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40.297</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. 12% of the workforce at Milton Public School in 2013 are of Aboriginal or Torres Strait Island descent.

In 2013 there were several new appointments to the staff as follows:

- Mr Gregory Bass was appointed as Deputy Principal following Mrs Lorraine Jenkinson’s promotion to Principal at Sussex Inlet Public School.
- Miss Ranita McCann was appointed as classroom teacher under a targeted graduate teacher program.
- Ms Melissa Blondinua, Mrs Jodie Watkins and Mrs Leonie Hicks were appointed as classroom teachers following the merit selection process.
- Ms Louise Allen relinquished her position as Assistant Principal and was appointed as a classroom teacher.
- Mr Darren Edwards was appointed General Assistant following the retirement of Mr Graham Alexander after 26 years of dedicated service to Milton Public School.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>57%</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>8%</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/10/2013</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$1,494,087</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$130,830.68</td>
</tr>
<tr>
<td>Global funds</td>
<td>$299,671.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$26,941.36</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$12,025.48</td>
</tr>
<tr>
<td>Interest</td>
<td>6,005.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13,938.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>7,752.56</td>
</tr>
<tr>
<td>Total income</td>
<td>$914,940.87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$43,998.48</td>
</tr>
<tr>
<td>Excursions</td>
<td>$48,175.73</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$39,196.11</td>
</tr>
<tr>
<td>Library</td>
<td>884.21</td>
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<tr>
<td>Training &amp; development</td>
<td>$10,848.45</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>$101,485.14</td>
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<tr>
<td>Administration &amp; office</td>
<td>$3,494.31</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$6,562.23</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,774.51</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23,752.60</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>21,331.48</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$661,147.40</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$253,793.47</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

The information provided in the Financial Summary is current to the date shown. This is the latest financial information available for 2013, prior to the change-over in financial systems for our school.

School performance 2013

Achievements

Arts
Milton Public School has had another incredibly successful year in the Creative Arts area. Record numbers of students entered the Shoalhaven Eisteddfod and the results were impressive. The 3-6 choir were awarded first place and the Year 1-2 choir received a Highly Commended. Six classes entered Verse Speaking and 1A and 2/3S both achieved a Highly Commended. We were also well represented in the Duologue section. Casey Dorrell and Chelsea Eggins were placed first, Darcy Evans and Hannah Webb achieved second. Twelve students represented Milton Public School in the Individual Verse Speaking and Maisie Staples came first, Kirsten Tidbury came second. Performers who achieve a first place are then invited to participate in “Stars of the Eisteddfod”. We were represented by Casey and Chelsea. The girls received an additional surprise when they accepted on our behalf the “Helen Ring Award”. This is awarded to a school for their outstanding participation and excellence in the Performing Arts. The Eisteddfod President wrote to the school and said, “The success of the school’s Performing Arts program is evident in the consistently high standards of performance and presentation achieved at successive Eisteddfods. The enjoyment of students in their performance is palpable and is a tribute to the enthusiasm and professional skills of their teachers.”

Singing always features highly at Milton Public School. Our 3-6 Choir performed at our Anzac Day Assembly, our annual Presentation Day and at the Year Six Graduation. Our Year 1-2 Choir opened the K-2 Christmas Concert and both choirs performed at Grandparents’ Day and the Milton Village Green Christmas Carols. Milton Public School also has a small group of talented singers; the “Four Amigos.” This group, Grace Thomson, Brooke Davies, Emily Ryan-Roach and Brooke Bunyan, performed at many important events throughout the year. Our entire school became a massed choir for Music: Count Us In. On the 31st of October at 11:30am, we joined in
with 600 000 other students all over Australia to sing this year’s song, Keep On. Milton Public School has been part of this Australian Music Council initiative since its inception in 2007.

Milton Public School also has a rock band, The Milton Monzonites (the hardest rock in Australia)! The band performed at all our major events. They also performed at the Shoalhaven Eisteddfod and at the Budawang Special School Graduation and Christmas Party. This year the rock band made a recording to use as an audition for the local community art festival, Escape Arftest. Not only were they successful in passing the audition; they won the Young Performers section.

In the area of Visual Arts we also shine. Quality Programs taught by exemplary staff lead to students producing art works of a very high standard. Outstanding work is then displayed in the front office or in the school hall. As in the past, Milton Public School entered the prestigious Operation Art Exhibition. Work by Zac Fletcher, Hayley West-Watson, Ella Maples and Brooklyn Carriage was professionally framed and exhibited at the Armory Gallery in Sydney.

Milton Public School is very proud of its long tradition of involvement in a range of community events. Our Scarecrow, created with the help of Jan Kierzkowski, a parent and local artist, was awarded “Best School Scarecrow” in the annual Milton Scarecrow Festival”.

Sport

Milton Public School students continue to excel on the sporting field. In 2013 we became the South Coast Champions in both Tennis and Girls Cricket. The 4 major sports carnivals were held successfully this year. Swimming was held at Milton pool in perfect weather. Cross country was held at school with wonderful participation and performances. Both 3-6 and K-2 athletics carnivals were held at school. We are blessed with a large playground which is a perfect venue for these events.

The Swimming and Cross Country squads were successful in winning the Eurobodalla district carnivals.

Students represented Eurobodalla District PSSA in a variety of sports. These included:

- **Swimming**: Jack Skinner, Mackenzie Creech, Michael Attard, Jonathon Taylor, Jayden Farmilo, Kye Farmilo, Otis Rabbidge, Takesa Frank, Eliza Green, Zali Pullinger, Taylah Afflick, Xanthe Pheeney, Chelsea Pheeney, Ella Naidoo-Golledge
- **Cross Country**: Regan Roughly, Larue Legaspi, Reef Keen, Christabella Herbert-Smith, Michael Attard, David Hankey, Chloe Villalon, Jarred Hendrie, Jye Hendrie, Shannon Meredith, Chloe Scott, Jordan Willing, Lachlan Barr, Jay Ramsden, Jordyn Afflick, Sebastian Bamber, Sam Stewart, Arun Robertson, Ruby Frank, Takesa Frank, Eliza Green, Zali Pullinger, Taylah Afflick, Xanthe Pheeney, Chelsea Pheeney
- **Athletics**: Regan Roughly, Larue Legaspi, Reef Keen, Riley Smith, Yasmin Davison, Charlotte Morris, Shallon Burton, Lachlan Barr, Maddison Condie, Kye Farmilo, Lleyton Roach, James Sheppard, Ben Sheppard, Takesa Frank, Grace Thompson, Zali Pullinger, Chelsea Pheeney
- **Touch Football**: Regan Roughly, Jayden Farmilo, Lachlan Barr, Alexander Eggins, Jordyn Afflick
- **AFL**: Harry Hicks, Caleb Kersting, James Sheppard
- **Football**: Eliza Green
- **Netball**: Chloe Scott

12 students represented South Coast Area in state competitions:
- **Swimming**: Jayden Farmilo, Kye Farmilo, Taylah Afflick, Xanthe Pheeney, Chelsea Pheeney, Ella Naidoo-Golledge
- **Cross Country**: Lachlan Barr
- **Athletics**: Brea Holland, James Sheppard, Kye Farmilo
- **Tennis**: Anton Willett
- **Cricket**: Lleyton Roach

Anton Willett, Year 5, also represented NSW in the Australian PSSA Tennis Competition, the team coming 3rd nationally.
We contested 5 sports in **NSW PSSA State Knockouts** with **Girls Cricket** becoming South Coast Champions and reaching the final 8 in the state. Our **Tennis team** were also South Coast Champions reaching the semi-finals of the State competition.

AFL skills and competitions were provided for stage 1 and stage 3 students, whilst our stage 2 students participated in skills and competitions in Rugby League. Grade swimming was a focus in terms 1 and 4, and intensive swimming for Year 2 following the Royal Lifesaving Safety Guidelines.

**Other**

**International Competition and Assessment for Schools (ICAS)**

Students in the primary years have the opportunity to participate in the University of NSW competition each year in English, Mathematics, Science, Computers and Spelling. Students elect which of the competitions they would like to enter. Please see a summary of our 2013 results below:

**Mathematics** - Distinctions to Matthew Wheeler and Braidden Connolly, 8 credits and 16 participation certificates.

**English** - High Distinction to Thom Smith, Distinctions to Marcus Pepperell, Lucinda Pakes, Masie Staples and Matthew Wheeler, 6 credits and 16 participation certificates.

**Spelling** - High Distinctions to Joel Cable and Neve Lawson, Distinctions to Poppy Gillespie, Thom Smith, and Elijah King, 6 credits and 21 participation certificates.

**Science** - Distinction to Matthew Wheeler, 2 credits and 14 participation certificates.

**Computers** - Distinctions to Elijah King and Matthew Wheeler, 1 credit and 17 participation certificates.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Year 3**:
- 88% of Year 3 students achieved at or above the National Minimum standard in reading, with 44% in the top 2 bands.
- 97% of Year 3 students achieved at or above the National Minimum standard in writing with 52% in the top 2 bands.
- 92% of Year 3 students achieved at or above the National Minimum standard in mathematics with 29% in the top 2 bands.

**NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

- 88% of Year 3 students achieved at or above the National Minimum standard in reading, with 44% in the top 2 bands.
- 97% of Year 3 students achieved at or above the National Minimum standard in writing with 52% in the top 2 bands.
- 92% of Year 3 students achieved at or above the National Minimum standard in mathematics with 29% in the top 2 bands.
- 93% of Year 5 students achieved at or above the National Minimum standard in reading with 36% in the top 2 bands.

- 78% of Year 5 students achieved at or above the National Minimum standard in writing with 11% in the top 2 bands.

- 79% of Year 5 students achieved at or above the National Minimum standard in reading with 11% in the top 2 bands.
Students at Milton Public School have achieved better growth in reading and mathematics than students in statistically similar groups (SSG) or across the state. Continuing to support students at their point of need through a range of personalized programs will ensure such growth continues.

**Significant programs and initiatives**

**Aboriginal education**

During 2013 our Aboriginal students worked with their class teachers to develop and implement Personalised Learning Plans. These provide valuable information about the child and their interests, strengths and areas of need. Teachers take time throughout the year to review the plans with the students, revise goals and evaluate progress.

Our Aboriginal Education Worker, Aunty Nell Mooney has continued to work with the children in class focusing mainly on supporting students with classwork. The main learning focus was on developing literacy skills, reading strategies and comprehension.

2013 was the third year that we gained Illawarra and South East Region Aboriginal Education Program funding. Milton Public School also contributed a significant amount of funding to ensure the program ran this year. The LANI program targets a number of our Aboriginal students Kindergarten to year 3.

This year’s program involved extensive initial assessments to determine each individual child’s needs. Individualised programs targeting reading, word recognition, comprehension and numeracy were then devised and the program was implemented with the assistance of one of our School Learning Support Officers (SLSO). The progress demonstrated by all students on the program has been outstanding and classroom teachers have commented positively on the marked improvements evident in their class work.

2013 was the first year we were able to create an Aboriginal Dance group, which blended cultural with modern contemporary dance. Led by Haley Walker (parent), the group was a great success, rehearsing at lunchtime and performing at school assemblies, NAIDOC week, Education Week and Grandparents Day.
Multicultural education

Milton Public School students and staff celebrated Harmony Day in March, 2013. We commenced our celebration with an assembly showing the diversity of music across cultures. Students were entertained with African drumming, Scottish Bagpipes and Koto (Japanese harp) playing. Students learnt about these instruments and then spent the rest of the day celebrating cultural diversity through the creation of art. Activities varied from grade to grade and included Japanese Koi Carp Kites, Indian Henna Tattoos and Mediterranean Mosaics.

A select group of students also participated in the annual Multicultural Public Speaking Competition during 2013. Students presented speeches in the MPS final of the competition, with Maisie Staples and Isabella Vinson being successful in the Year 3/4 division and Darci Evans and Kirsten Tidbury in the Year 5/6 division.

Milton Public School hosted the Illawarra and South East Regional Multicultural Public Speaking District final during Term Two. Students representing a variety of schools had to present a prepared speech as well as an impromptu speech and were judged on many levels by a guest adjudicator.

Maisie Staples from Milton Public School came first in the whole competition with her prepared speech on ‘It’s Cool to be Different’ and impromptu speech on ‘Changes’. Maisie then went on to represent the school admirably at the State finals.

Learning Support Program

Students who received funding under the School’s Learning Support Program were identified and prioritised. The School Learning Support Teachers’ role focused on improving literacy and numeracy skills for the lowest performing students. The strong literacy focus in semester one concentrated on the development of writing skills in Years 3 and 5, whilst second semester focused on the development of reading and spelling skills with Year 3 and 4 students, and intensive reading instruction with Year 1 and 2. The School Learning Support Teachers were also involved in the stage 2 Maths Program. Students in both Years 4 and 5 were supported with the Multilit Program, implemented by our School Learning Support Officers. As well as the Support Teachers and School Learning Support Officers, many parent volunteers assisted with small groups of students, as well as individualised support both through withdrawal and in-class programs.

Literacy, Learning, Language – L3

Milton Public School has been implementing this program with kindergarten students for 4 years and this has been the fourth year of training teachers in the L3 program. There are now 7 teachers working at Milton who have been trained in L3.

L3 focuses on providing rich literacy experiences to assist all children to become successful readers and writers. It occurs as part of the daily literacy lesson within the kindergarten classroom. While each group is given short, explicit lessons in reading and writing, the rest of the class complete carefully selected activities to extend their literacy learning.

The progress of our students in 2013 has been outstanding with 70% reaching the goal of level 9 or above. For the past two years 50% of students have reached levels 12 and above. This indicates that teachers have a solid understanding of the teaching of reading and writing and can teach to the students’ development.

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The progress of our students in 2013 has been outstanding with 70% reaching the goal of level 9 or above. For the past two years 50% of students have reached levels 12 and above. This indicates that teachers have a solid understanding of the teaching of reading and writing and can teach to the students’ development.

Learning Support Program

Students who received funding under the School’s Learning Support Program were identified and prioritised. The School Learning Support Teachers’ role focused on improving literacy and numeracy skills for the lowest performing students. The strong literacy focus in semester one concentrated on the development of writing skills in Years 3 and 5, whilst second semester focused on the development of reading and spelling skills with Year 3 and 4 students, and intensive reading instruction with Year 1 and 2. The School Learning Support Teachers were also involved in the stage 2 Maths Program. Students in both Years 4 and 5 were supported with the Multilit Program, implemented by our School Learning Support Officers. As well as the Support Teachers and School Learning Support Officers, many parent volunteers assisted with small groups of students, as well as individualised support both through withdrawal and in-class programs.

Literacy, Learning, Language – L3

Milton Public School has been implementing this program with kindergarten students for 4 years and this has been the fourth year of training teachers in the L3 program. There are now 7 teachers working at Milton who have been trained in L3.

L3 focuses on providing rich literacy experiences to assist all children to become successful readers and writers. It occurs as part of the daily literacy lesson within the kindergarten classroom. While each group is given short, explicit lessons in reading and writing, the rest of the class complete carefully selected activities to extend their literacy learning.

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Student Welfare

Students are acknowledged on a weekly basis for their achievements within the classroom and playground environment. Once 10 awards are collected, the Deputy Principal rewards students with Bronze, Silver, Gold or a Gold Bar. Gold awardees are acknowledged with a morning tea with the Principal, Deputy Principal and staff. In 2013, the staff celebrated morning tea with 28 students in Term 1, 38 students in Term 2, 37 students in Term 3 and an outstanding 51 students in Term 4.

The following students achieved the highest achievement possible, Gold Bar 3 and are recognized as having outstanding citizenship at Milton Public School: Megan Jeffers, Hannah Webb, Darci Evans, Luka Reents, Zara Hall, Kirsten Tidbury and Angus Rutherford.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

School planning 2012—2014: progress in 2013

School priority 1
Literacy

Outcomes from 2012–2014

- Increased levels of Literacy achievement for all students
- KINDERGARTEN L3: 85% of students achieve reading level 9 or above
- YEAR 3: In READING 42% of students will be in top 2 bands. (In SPELLING 35% of students will be in top 2 bands. In GRAMMAR & PUNCTUATION 35% of students will be in top 2 bands.
- YEAR 5: In READING 30% of students will be in top 2 bands. (In SPELLING 25% of students will be in top 2 bands. In GRAMMAR & PUNCTUATION 32% of students will be in top 2 bands

Evidence of progress towards outcomes in 2013:

- Increased teachers’ capacity to track student achievement using the literacy continuum and to plan and implement quality lessons that will move students forward.
- Use the K-10 Literacy continuum to identify and track students’ development of critical skills.
- Whole school collaborative curriculum planning to develop & review English units in line with new syllabus implementation in 2014.

Strategies to achieve these outcomes in 2014

- Purchase and training of staff in the minilit program.
- School Learning Support Officer and Volunteer Tutor assistance to support whole school implementation of MultiLit.
- Trialing of revised and new English units and evaluation and refinement of these.

School priority 2

Numeracy
Outcomes from 2012–2014

Increased levels of achievement in numeracy for all students.

2013 Targets to achieve this outcome include:

YEAR 3: 12% of students will be in top band, 35% of students will be in top 2 bands, 15% of students will be ‘At or Below Minimum Standard’

YEAR 5: 10% of students will be in top band, 31% of students will be in top 2 bands, 14% of students will be at ‘At or Below Minimum Standard’

Evidence of progress towards outcomes in 2013:

- Continued implementation of the Targeting Early Numeracy (TEN) strategy with the support of the Literacy/Numeracy leader.
- Introduced aspects of the Numeracy continuum to all Year 3-6 teachers.
- Ensured that adequate resources were available to support hands-on learning, such as the games in Counting On/DENS, that created a fun environment aimed at a higher level of student engagement.

Strategies to achieve these outcomes in 2014:

- Develop and provide a comprehensive Professional Learning plan that embeds Quality Teaching Elements, is informed by the Numeracy Continuum data, and supports the new Mathematics syllabus.
- Professional Learning for year 3-6 teachers for deep understanding of the numeracy continuum.
- Revisit teaching/learning cycle within Quality Teaching framework.
- Review assessment tasks & schedule in mathematics with particular emphasis on continuous assessment.

Professional learning

All staff participated in ongoing professional learning activities that were curriculum and stage based. Not only does the school use all of its Teacher Professional Learning funds but a large portion of school funds are used to support all staff in a variety of professional learning activities.

The main focus for Professional Learning in 2013 was in the New South Wales English Syllabus. Staff worked together to develop a shared understanding of the main areas of change in the new syllabus documents. This included multi-modal texts, visual literacy and digital resources to support quality teaching of English from 2014 and beyond.

Our K-2 staff continued in TEN training (Targeting Early Numeracy), an intervention program which provides support for students experiencing difficulty in learning numeracy in the early years. Further implementation of the L3 program (Language, Learning, Literacy) continued with 2 additional staff being trained in 2013 and 5 continuing staff members training.

The introduction of the Literacy and Numeracy Learning Continuum into Stages 2 & 3 was commenced during 2012 and continued in 2013, with all year 3-6 class teachers undergoing professional learning with the support of the Assistant Principals, in particular focusing on a deep understanding of the Literacy Continuum.

All staff completed mandatory training in the Code of conduct, child protection, anaphylaxis and CPR at the staff development days throughout 2013.

Professional learning

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
Milton Public school enjoys overwhelming support from the local community. 98% of parents who responded with feedback feel that the school provides an excellent education for their children. These parents listed a broad range of academic, sporting and cultural opportunities that provide support and encouragement for their children to learn and succeed.

“My child has been attending Milton Public School for four years. Each year he has had teachers who are professional in every area and bring out his skills and strengths. We are sincerely grateful to the staff for their understanding, kindness and professionalism.”

“I have been a parent at Milton Public School for 7 years and am absolutely thrilled with all dealings with the staff, families and P&C at this school. There is a real sense of nurturing, sensitivity and above all a positive learning environment, which is exactly what I am looking for in a school.”

“I am very satisfied with Milton Public School overall. The school provides an engaging and supportive learning environment where my child can thrive socially and academically”

“I currently have 2 students attending Milton Public School. The professionalism and enthusiasm shown by the teachers and support staff, coupled with a happy and caring environment is providing my children with a positive path on which to base their lives.”

Program evaluations
NSW Public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluations in ENGLISH and ASSESSMENT.

ENGLISH
Background
Staff across New South Wales Schools prepared for the implementation of a New English Syllabus incorporating the national curriculum. 2013 saw preparations put in place at MPS for the introduction of this document. We have thoroughly evaluated our teaching and learning cycle in English and redesigned units of work that embed the Quality Teaching framework, are informed by Literacy Continuum data, and support the new English syllabus. The new units of work take into consideration 21st Century learning styles.

Findings and conclusions
- Skills in writing are explicitly taught in a spiraling curriculum.
- There is a broad range of text types covered across all grades and stages.
- There was some duplication of content from one stage to another. Scope and Sequences were redeveloped to prevent this.
- Specific units have been developed for students and teachers of composite classes that teach similar skills and processes but vary the content.

Future directions
- Explicit teaching of comprehension needs to be developed.
- Continued refinement of the units of work as they are taught to students.
- Collections of digital resources and quality visual literacy resources to be stored on the school server for all staff across the grade to access.

ASSESSMENT
In 2012, Milton Public School reviewed their current practices in reporting to parents. The changes to reporting throughout 2012 bought the MPS report format more in line with expectations from the DET. The logical next step was the evaluation of Assessment practices that
inform the reporting process. Our evaluation of management practices for 2013 was assessment.

Findings and conclusions

Staff and students were asked to complete a survey regarding the assessment processes used and the following results were noted:

- 96% of staff are confident that their grade is using quality assessment practices.
- 76% of staff feel that students can see the relevance of assessment tasks.
- 71% of staff provide individual feedback to students on their performance in assessment tasks and directions they need to take to improve performance.
- 82% of students prefer oral presentations or research tasks as a type of assessment practice over traditional testing methodology.
- 86% of students feel that there are too many assessment tasks throughout each school year.

Future Directions

- Professional Learning on continuous assessment practices with consistent teacher judgement.
- Differentiation of assessment tasks and modification to suit the cohort that are being tested.
- Consistent collections of work samples across the grade and professional dialogue around consistent teacher judgement.
- Review and revise the amount of formal assessment tasks students complete with a view to changing to semester based assessment rather than each term.
- Use of literacy/numeracy continuum tracking to inform teaching and learning cycle and formal reporting to parents.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: