Milton Public School
Annual School Report 2014

Young Minds, Bright Future

Do your best, the right thing, be kind to others and play sensibly.
Principal’s Message

2014 has been another exciting year. 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. I would like to congratulate all our staff for their excellent and diligent work throughout the year. I would especially like to recognize the achievements of the school executive team: our Deputy Principal, Mr Greg Bass, our Assistant Principals, Ms Coleman, Mrs Dale, Ms Blondin au, Mrs Chittick and Ms Lamont. I understand the huge workload you undertake and it is a mark of your leadership when schools run smoothly.

The parents and members of the Milton PS 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. I would also like to congratulate and recognize the efforts of our outstanding students. This year all have worked exceptionally hard to achieve and are a pleasure to work with.

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.

Mark Thomson - Principal

2014 AGM – Milton Public School

P & C President’s Report

Another year has passed and yet another busy year it has been. We held our annual Mother’s and Father’s Day Stalls, a huge Easter raffle, our fabulous holiday 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 so 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 is truly appreciated.

Our fundraising efforts have raised just over $25,000 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 sound system for the hall, two new shade shelters for the year two area and the senior equipment, the Canteen fresh fruit program, the Year 6 Farewell and the Year 6 Yearbooks and funding towards one of our students representing State for Tennis in the Northern Territory. 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 2015.

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. We said a sad farewell to Mrs Mary Lou Barclay as she took on a well deserved promotion and we welcomed Mr Mark Thomson to the Principal position for MPS. Thank you to Ms Robyn Coleman for her contributions and support this year whilst relieving in the role of Principal, thankyou to Mr Greg Bass and the MPS Admin team, who also give endless support to us. Final thanks must go to all the parents that come to our meetings each month. This year has seen some very active and supportive new members and we hope you all continue to come along to our meetings. Your input is invaluable.

Melissa Wills – P & C President

2014 Student Representatives Message

2014 has been a great year for fundraising with the student representative’s council. We have raised lots of money at the whole school fete, year 6 mini-fete, cake stalls, raffles from the great P&C and all of our charity raising mufti days such as Harmony Day, Stewart House Day and the Commonwealth Games PSSA Day.

The leaders of Milton Public School went to a leadership day at Federal Member for Gilmore, Ann Sudmalis’ office which was very educating. The prefects were also involved in both the school Anzac service and local Milton Anzac service on 25th April 2014. Earlier this year the choir performed at this year’s Shoalhaven Eisteddfod and we were chosen to perform at the Stars of the Eisteddfod showcase chosen by the judges.
As school Captains we have enjoyed working with our fellow prefects: Aimee Clugston (clugo), Declan Davies (the D), Angus Rutherford (beefy) and Yasmin Davison (skittles). Milton Public school provides lots of learning opportunities such as Sport, Music, to the Traditional areas of Mathematics and English. We have loved being school captains and we hope the other captains will enjoy their time as captains at Milton Public school as much as we have.

By Jack Skinner (Sherlock) and Jade Mudge (E.B)

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

Student Enrolment
<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>252</td>
<td>279</td>
<td>295</td>
<td>338</td>
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<tr>
<td>Female</td>
<td>287</td>
<td>287</td>
<td>318</td>
<td>313</td>
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Student attendance profile
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<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
<td>94.9</td>
<td>96.1</td>
<td>95.7</td>
<td>95.3</td>
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<tr>
<td>1</td>
<td>93.2</td>
<td>94.8</td>
<td>94.1</td>
<td>94.4</td>
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<tr>
<td>2</td>
<td>93.6</td>
<td>94.7</td>
<td>94.7</td>
<td>94.0</td>
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<tr>
<td>3</td>
<td>93.3</td>
<td>95.0</td>
<td>95.5</td>
<td>94.9</td>
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<tr>
<td>4</td>
<td>93.5</td>
<td>94.4</td>
<td>95.2</td>
<td>94.2</td>
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<tr>
<td>5</td>
<td>93.1</td>
<td>93.3</td>
<td>93.6</td>
<td>93.6</td>
</tr>
<tr>
<td>6</td>
<td>93.7</td>
<td>93.9</td>
<td>93.1</td>
<td>94.5</td>
</tr>
<tr>
<td>Total</td>
<td>93.6</td>
<td>94.7</td>
<td>94.6</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Management of non-attendance
Our home school liaison officer, who provides assistance to families requiring support with school attendance matters, monitors student attendance.

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>Teacher of Multi-Categorical/Autism</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.62</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>2</td>
</tr>
<tr>
<td>Itinerant Assistant Principal – Hearing</td>
<td>1</td>
</tr>
<tr>
<td>Itinerant teachers – hearing disabilities</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>SLSO</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37.117</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Milton Public School continues to employ Auntie Nell Mooney as an Aboriginal Education Worker. Auntie Nell is a much respected elder and chairperson of our local Wandarma A.E.C.G. In addition, Mrs Jodie McGuire was also employed as an Aboriginal Education Worker.

Financial summary
This summary covers funds for operating costs at Milton Public School and includes; all expenditure, salaries, building and general maintenance.

<table>
<thead>
<tr>
<th></th>
<th>DEC 2014 Actuals</th>
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</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(147,424)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(5,322,580)</td>
</tr>
<tr>
<td>(2a) Appropriation</td>
<td>(5,092,088)</td>
</tr>
<tr>
<td>(2b) Sale of Goods and Services</td>
<td>(89,791)</td>
</tr>
<tr>
<td>(2c) Grants and Contributions</td>
<td>(133,770)</td>
</tr>
<tr>
<td>(2d) Investment Income</td>
<td>(2,985)</td>
</tr>
<tr>
<td>(2e) Gain and Loss</td>
<td>(946)</td>
</tr>
<tr>
<td>(2f) Other Revenue</td>
<td>(3,000)</td>
</tr>
<tr>
<td>Expenses</td>
<td>5,144,365</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>5,144,365</td>
</tr>
<tr>
<td>(3a) Employee Related</td>
<td>4,767,531</td>
</tr>
<tr>
<td>(3b) Operating Expenses</td>
<td>376,834</td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>(178,215)</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(325,640)</td>
</tr>
</tbody>
</table>
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the Milton Public School P & C Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**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.

**Analysis of Year 3 Results**

In year 3 reading, Milton Public achieved a decrease of students in band 1 from 3.3% to 2.8% and celebrates an upward shift in band 6, attaining 29% of all year 3 students in this top band.

In spelling there has been an increase in the top two bands from 2013, and band 6 achieved an increase from 14% to 16% of the grade.

Numeracy saw a significant improvement in band 6. In 2013 Milton scored 6% in the top band, in 2014 we achieved 14% of all year 3 students in the highest band.

**Analysis of Year 5 Results**

In reading, Milton shows significant gain. In 2012, 4% of students were in band 8; in 2014 14% of all of year 5 students were in band 8.

Year 5 spelling has seen a huge decrease of students in band 4, in 2012 we had 27% of all students in the second bottom band, in 2014 this decreased to 10%.

As part of our school plan, Milton has had a particular focus on Grammar and Punctuation. This has resulted in our school increasing year 5 students in band 8 from 9% in 2013 to 24% in 2014.
Other achievements

Creative Arts 2014

Milton Public School has had another brilliant year in Creative Arts. Our proud twenty year involvement in the Shoalhaven Eisteddfod saw even greater heights reached this year and even more startling success. Our usual brilliant results translated into outstanding results. Eleven classes entered Verse Speaking in nine groups and five of those groups achieved first place in their section. Congratulations to K/10, 2A, 2R, 3R, 3/4D and K-6S. Our Stage One Choir was declared a “stand out” by the adjudicator and they were awarded first place.

Our 3-6 Choir performed their two pieces faultlessly and came second. With more than one hundred children in each choir, these results were certainly impressive. Many students also entered Individual Verse Speaking and/or Duologue and again our results were fantastic. Jaslyn Mackenzie and Ruby Taffs came first in their section, Byron Powell and Mackenzie Zammit, and Declan Davies and Angus Rutherford achieved a second in their Duologue section. Highly Commended was awarded to Sienna Condie and Sara Pollock. Kirsten Tidbury won her section of Individual Verse Speaking and both Jade Mudge and Mackenzie Creech received a Highly Commended. For approximately three hundred students to take to the stage and recite poetry at an elite level is extraordinary.

Milton Public School’s Shoalhaven Eisteddfod success continued on with two groups invited to perform as part of the Stars of the Eisteddfod. Well over 100 Milton Public School students made the journey to Nowra to perform in this exclusive, invitation only concert. This was a great achievement for the school as we were by far the largest contingent of any school represented. Not only were Milton Public School students outstanding performers, but the school was awarded the Schools Encouragement Award which recognises the school’s commitment to the Shoalhaven Eisteddfod for over sixteen years and acknowledges the school’s outstanding performing arts program together with the enthusiasm and professional skills of all teachers.

The citation in part states: This year students performed with considerable success in Infants and Primary Choirs, Infants and Primary Choral Verse Speaking and Special Education Verse Speaking.
Further community involvement saw many students enter artwork in the Milton Show and many won ribbons and certificates. Every K-2 class submitted a poster following the theme, “Showgirls Past and Present”. We were very proud when it was announced Milton Public School had won all three poster sections.

Visual Arts is very well resourced at Milton Public School and every week in every classroom all students get the opportunity to be involved in quality lessons and produce many outstanding artworks. A reflection of the excellence of our Visual Arts Programs is evident in the high standard of the displays that are regularly presented in our foyer and school hall.

Harmony Day was another opportunity for all students to be involved in making quality artworks. A K-6 program has been written and the range of multicultural art activities provide opportunities for students to explore many culturally different ways to make artworks. Chalk mandelas, Pacific Island Leis, Persian and Indian paisley image placemats, Moroccan mosaics, the Mexican Ojo Di Dios, Guatamalen hangings, Japanese Koi fish kite bookmarks, Chinese dragon kite bookmarks and Indonesian and Kabuki tribal faces were all created during a fantastic day of celebration.

Once again, Milton Public School entered the prestigious Operation Art Competition. Our four finalists were Hayley West-Watson, Alanna Gray, Emma Dunne and Abi Tomlinson. Their artworks were professionally framed and exhibited with 717 other artworks at the Armory Gallery in Sydney during September. At the conclusion of this exhibition it was announced that Abi’s artwork, “Giraffes Can’t Dance”, had won "The Commission for Children and Young People" award. This means that The Commission for Children and Young (who are one of the major sponsors for Operation Art) had selected Abi’s artwork to hang in their offices for a year. It will then be returned to Operation Art organisers who will donate Abi’s artwork to a regional hospital as they travel around the state with the exhibition.

Another student at Milton Public School won a major art competition this year. Cooper Treweeke in Year 3 entered the Royal Far West Christmas Card Competition with over 1500 students and was one of the ten finalists. As a result his design will be commercially printed and available for sale.

The Creative Arts Committee helped organise Education Week this year. It was the 60th anniversary and the theme was the same as it was in 1954: “Lighting the way to a Better World.” Individual students designed artworks reflecting this year’s theme and grades created huge posters that were hung around the school. Lanterns hung from trees and candles and hand-made glass lanterns flickered throughout the front office for the week. Milton Public School’s rock band, “Alive and Deadly” have performed with skill and enthusiasm throughout the year. They have played at weekly assemblies, at our Open Day Assembly during Education Week and they opened our local community Art Festival, EscapeArt, down at Ulladulla Harbour. They have also had a local jam session in Milton, and played at our annual Presentation Day and at Budawang School’s Christmas Party. We congratulate Riley Greer, Ziad El Tobgy, Angus Rutherford, Sean Holstegge, Molly Clarke and Nina Burns on a fantastic year. Our “Four Amigos”; Eliza Cornock, Isabella Vinson, Kirsten Tidbury and Maisie Staples have also performed at many important events throughout the year as have our Ukulele Band.

Dancing has been a highlight at Milton Public School this year. There was a Spring Fling for K-2 where they discoed to the retro sounds of the 70’s and 80’s. Years 3 and 4 enjoyed traditional bush dancing at their annual social and Year 5 and 6 combined some classical, jive and modern dance at the Year 6 Farewell.
Singing, dance and performance is also enjoyed at our weekly assemblies and parents are given regular opportunities to watch their children perform. The annual K-2 Christmas Concert is another highlight and this year approximately 270 students took to the stage and were involved in a variety of items incorporating singing, dancing and acting.

Students at Milton Public School had the opportunity to walk to Milton Theatre this year and watch the Ulladulla High School Musical Concert, “Exposure”. The range of quality performances was fantastic and it was great for our students to see some previous MPS students performing at such a high level. The Illawarra South East Performing Ensemble visited the school this year and again, our students had the opportunity to see an excellent show which included some of our former students.

The Year 6 Mini Fete Talent Quest is another annual event that gives many students the opportunity to perform. This year saw 3 weeks of heats held at lunchtime culminate in a stellar Grand Final. Well done to Lucas McDonald, Duncan McDonald, Banjo Munday, Brooklyn Carriage, Kai Bowman, Mackenzie Zammit, Aliyah Healey and Evie Marks, Molly Clarke and Emma Owens. The judges were unable to split the finalists making all 9 performances winners.

On Thursday, 30th October the 652 students of Milton Public School filled the school hall to sing "Paint a Song" with 600,000 other students across Australia. Milton Public have been part of ‘Music Count Us In” since its inception in 2007 and, as in the past, our whole school massed choir sang with marvellous enthusiasm and Year Two students did a brilliant job out the front signing and singing. Events such as these make it clearly evident the positive and wonderful effects of music.

The Creative Arts Committee decided this year to become part of the 5000 Poppies Project. It is a Community Tribute of Respect and Remembrance for Anzac Day 2015. We discovered that a group of people in Victoria were aiming to sew, crotchet or knit five thousand poppies that could be displayed in Federation Square in Melbourne for the 100th anniversary of Anzac. The organisers in Victoria have received well over 50,000 poppies and are on their way to collecting 100,000. A New Zealand contingent has come on board and they have collected over 10,000 and are heading for 18,000. This has become a wonderful international phenomenon and Milton Public School is involved. We are aiming to literally “paint the town red” as a sign of remembrance and respect for Anzac Day next year. We are aiming to make at least 1000 red poppies and a special Friday lunch time group has been organised and students have the opportunity to work with staff and community members in knitting, sewing and crocheting poppies.

Towards the end of the year an expression of interest was sought in regard to Year 4 and Year 5 students who would be interested in joining a Dance Group in 2015. Organisation is already in place so 20 of these dancers will get the opportunity to participate in Southern Stars next year.

Another truly fabulous year for Creative Arts at Milton Public School.

DEBATING

The Milton Public School debating squad competed in the Milton and Ulladulla District Schools (M.U.D.S) public speaking competition. The first round was a debate against St. Mary’s where our team of Isabella Vinson, Joel Cable, Maisie Staples and Neve Lawson performed confidently and clearly with some excellent arguments on the negative side with the topic ‘School hours should be shorter’. St. Mary’s only just won the debate and then competed against Ulladulla Public in the second round. The second round involved public speaking as well as the debate. In the junior section Nazar El Tobgy spoke on the topic ‘Summer is the best and worst of times. Why?’ and Ruby Taff’s topic was ‘Celebrations’. In the senior section Sophia Kouroupakis spoke on the topic ‘My typical day’ and Erin Tebbutt’s topic was ‘Australia’s greatest national treasure’. All 4 students represented Milton Public School admirably. Milton Public School will be hosting this local competition in 2015.
In November 2014, 10 selected Year 4 and 5 students travelled with Mr Tidbury and Ms Elenias to Vincentia High School to take part in a Debating Workshop. This workshop was conducted by the adjudicator from the District Multicultural Public Speaking competition which was held in the school hall in Term 2. The day involved debating theory and activities, incorporating the basics to allow for participation within the Premier’s Debating Challenge in 2015. The students had the opportunity to watch a debate between high school students. This was a fantastic opportunity for our talented public speakers to further develop their debating skills.

Multicultural Public Speaking Competition
A number of students participated in last year’s multicultural public speaking competition, organised by Mr Tidbury and Mrs Dale. The senior students were Jack Skinner, Kirsten Tidbury, Ziad El Tobgy, Maisie Staples, Joel Cable and Isabella Vinson. They delivered well prepared speeches and spoke well on the topic ‘challenges’ for the impromptu speech. The junior students included Samantha McIntosh, Zach Smith, Sienna Condie, Nazar El Tobgy and Xander Jackson. This was their first time and they all had well organised speeches and produced interesting impromptu speeches on the topic ‘laughing’.

Kirsten Tidbury, Ziad El Tobgy, Zach Smith and Nazar El Tobgy then represented Milton Public School in the district competition, organised by Mr Tidbury and held in the school hall. In the senior section Kirsten’s prepared speech was ‘The same but different’ and Ziad’s was ‘Stereotypes’. The impromptu topic was ‘winners and losers’. In the junior section Zach’s prepared speech was ‘How kids can make a difference’ and Nazar’s was ‘My overseas connections’. The impromptu speech was ‘challenges’. Congratulations to Zach Smith for receiving a highly commended.

NAIDOC Public Speaking
Kirsten Tidbury and Shantelle Saxby travelled to the Shoalhaven Council Chambers in Nowra for the NAIDOC Public Speaking and Debating Challenge South Coast Final. This was after successfully competing in the district challenge at Ulladulla. They presented their speech ‘Aboriginal peoples serving Australia in War times’ confidently with clear diction and expression. The other South Coast schools were from Tarrawanna, Dapto, Ulladulla and Binda. Our girls did a fantastic job and received great feedback from the adjudicators. Not many people would get the chance to speak in front of a

ISER TOURING ENSEMBLE
The Illawarra and South-East Regional touring ensemble performed 2 wonderful shows at Milton Public School in 2014. The 43 strong DEC High School students consisted of a band, dancers and singers. The ensemble included two former Milton Public students, Rachel Tidbury and Jai-Leigh Hadland. They performed well known songs including Boogie Wonderland, Crazy in Love, Treasure, ABC, Hip To Be Square, A Little Less Conversation, Get Ready, The Boy Does Nothing, It’s Raining Men, Wings and Can’t Take My Eyes Off You. There was a lot of audience participation with students and teachers asked to dance with some of the singers. The audience were also shown how some of the musical instruments worked. The performers were extremely professional from the song choices to the choreography, band music and colourful costumes.
big audience in the Council Chambers. They then had the opportunity to watch some High Schools debate and this will help them with future public speaking endeavours as they move into High School.

STEWART HOUSE DAY
Milton Public School students donated to Stewart House by coming in Mufti on Stewart House Day. The school raised $507 on the day and this went towards special programs for children who visit Stewart House. There was also a great response with $2 donations in the Stewart House envelopes which raised $495.

SCHOOL SPORT REPORT
This year all four major school carnivals were held either at Milton pool or the school grounds. This eliminates the need for buses and cost. These include swimming, cross country, athletics and the K-2 carnival.
This year was the first in living memory that any school has won all three Eurobodalla District Carnivals. We also won the South Coast Regional Swimming carnival as the first placed school enabling Eurobodall District to win the District Title. Both were firsts in Regional history.
67 students represented Eurobodalla District in a variety of sports.
24 students represented South Coast Region in State competitions:

We contested 7 sports in NSW PSSA STATE KNOCKOUTS with our tennis team becoming South Coast Champions and State Runners up by only one game.
Anon Willett received a South Coast Blues Award for his efforts in tennis at school, district, regional, state and national levels.

Itinerant Support Services (Hearing Impairment)
Children who are identified with a significant permanent hearing-impairment are well supported in DEC schools from Jervis Bay to Eden. Milton Public School is the centre for the Far South Coast Itinerant Support Hearing Team. The Assistant Principal (Hearing), who is based at Milton PS, leads a team of 7 specialist teachers who provide support to eligible students. Broadly speaking, the itinerant teachers work with children from birth to school leaving age to develop effective communication skills, thereby supporting their access to the school curriculum when they reach school age.
The role of the itinerant is multi-faceted, ranging from supporting families at initial diagnosis, providing professional development to schools, preparing, implementing and evaluating individual learning plans, to liaising with a range of interagencies e.g. Australian Hearing, Sydney Cochlear Implant Centre, Westmead Deafness Centre, Royal Institute for Deaf & Blind Children, and many more, to ensure excellent communication networks are established and maintained in support of each student.

Student wellbeing
Many students are acknowledged for their achievements at the Principal’s morning tea held each term. The following students achieved the highest pinnacle; Gold Bar III in the school’s merit award system: Phoebe Zammit, Imogen Hemsley, Jade Mudge, Mackenzie Creech, Jake Wills, Christobella Herbert-Smith, Maddison Condie, Aimee Clugston, Mat Wheeler, Jack Skinner, Monique Collins and Yasmin Davison.
Learning Support Program
During 2013 there was a strong focus on developing a new Learning Support and Welfare Policy, which has been presented to the staff. All staff received training in the Disabilities Discrimination Act and Disability Standards in Education as part of their ongoing Professional Development. In 2014 the Learning Support Team increased its profile within the school. It has been committed to meeting weekly, with more staff members from across the learning stages involved in the meetings. The primary role of the LST has been identifying and prioritising the learning, behaviour and welfare needs of children within our school, and ensuring students receive the support they need. During 2014, the referral process for students has been extensively reviewed and streamlined. Folders have been created to give Assistant Principals and stage teams a more significant role in the support process.

New pro formas are being developed to aid staff in the preparation of Individual Learning Programs, and an extensive bank of resources is being collected to enable staff to have quick access to practical ideas and solutions.

Over the year, the Learning and support Teacher has developed a whole school database to provide an ongoing record of students receiving support. This may be either through the Learning support Team or from one of the additional programs to support learning. The database enables staff to monitor student progress and evaluate program effectiveness.

Our Volunteer Reading Program continued, with a small group of new volunteers being trained to administer the Multilit Program. This has increased the number of students accessing this program. A new Literacy Support Program, Minilit, was introduced to provide intensive instruction to children in Years One and Two, who required assistance. Minilit focuses on early word attack skills and increases student confidence in reading.

Findings and Conclusions
Both the Multilit program and the new Minilit program have produced significant improvements in student reading fluency. Minilit has particularly increased students abilities to use phonetic knowledge to decode words and improve comprehension. Training volunteers in using Multilit has significantly extended the efficiency of this program.

Changes to the Learning support Team have resulted in an increased number of students being identified as needing support and programs being initiated to either help the class teacher or the individual student at their point of need.

Future Directions
Minilit will continue into the future, with an extra kit being purchased and training being provided for Student Learning Support Officers. This will allow the program to be expanded to include more students. Multilit will continue in its present form. In 2015, the focus for Learning Support will be developing whole school programs for behaviour and social skills support along with increasing opportunities for staff professional development. In order to achieve this, the hope is to implement a program called Kids Matter. This program involves the whole school including the parent community and focuses on student welfare and well-being.

Literacy, Learning, Language- L3
L3 (Literacy, Language and Learning) has been a highly successful initiative for Kindergarten classes which has been implemented for the past five years. Teacher’s skills have been upgraded. They were supported with professional learning and support in class with the L3 co-ordinator. One kindergarten teacher began her training while four teachers continued their professional development. 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.

Students have been taught at their point of need which has resulted in children making considerable progress.

The English units that were developed in 2013 and had lessons which supported the L3 classroom. They were trialled and found that they supported students in reading and writing.

There is an expectation that most children will reach level 9 by the end of kindergarten. 81% of kindergarten children reached level nine this year. In fact, 66% of children reached level 12 or above and 37% reached level 15 and above which are the exit levels for year 1.
School planning and evaluation
2012—2014

School evaluation processes
The school evaluation committee led by the school’s executive has ensured a rigorous process is used to support the evaluation of all targets and school activities.

School priority 1
NUMERACY

Outcomes from 2012–2014
- Increased levels of numeracy achievement for all students.
- Improved outcomes through targeted intervention for students with support needs as well as our more able students.

Evidence of achievement of outcomes in 2014:
- Staff clearly able to identify strengths and weaknesses of students
- Teaching programs reflect Best Start data
- Needs of targeted students being addressed by continual monitoring and review.
- Differentiated learning happening in all classes.
- Teachers understanding the importance of place value
- Ongoing monitoring and tracking to be completed on a more regular basis to allow progress to be accurately evaluated and programs reviewed.
- On-line resource folders accessible to all staff.
- Programs reflect teaching/learning cycle.

Strategies to achieve these outcomes in 2014:
- Build capacity in the use of SMART, Best Start, NAPLAN and all classroom data to inform and improve teaching and learning in numeracy
- Best Start assessment of all Kindergarten students, during Weeks 1-2, Term 1
- Analysis of class and group data to inform teaching.
- Continued implementation and support of Targeting Early Numeracy (TEN) Program K-2.

Professional learning for stage 2 teachers in regards to:
- Increase understanding of numeracy continuum
- continuation of TEN strategies for targeted students
- differentiation of numeracy lessons as has been implemented in year 2
- collaborative planning time to review maths groupings and to develop differentiated lessons
- staff to work collaboratively with an in-class mentor

School priority 2
LEADERSHIP & MANAGEMENT

Outcomes from 2012–2014
- Strengthened leadership capacity of all staff to drive school improvement.
- Confident and competent school leadership and management.
- Enhanced leadership innovation that facilitates a positive learning culture across the school.

Evidence of achievement of outcomes in 2014:
- Staff plan, deliver and reflect on quality teaching practices in KLAS.
- Executive participate in school, COS and regional based professional leadership learning.
- Staff participate in professional learning through planning time, staff meetings, SDDs, grade/stage meetings.

Strategies to achieve these outcomes in 2014:
- Incorporate the Quality Teaching model in all school, stage and class planning processes.
- Involvement of staff in professional learning including mentoring, classroom observations, team teaching, reflection and evaluation.
- Build leadership capacity through collaborative planning and collegial discussions to support school improvement and student learning.
- Provide professional learning to develop leadership and management skills.
• Ongoing implementation of TARS and EARS process.
• Maintain school leadership programs e.g. AP/DP leadership days. FLOSS etc.
• Introduce staff to professional learning plans.
• Staff trained in the new LMBR tools & practices especially new budgeting format and school procedures.

School priority 3
ENGAGEMENT & ATTAINMENT

Outcomes from 2012–2014

➢ Enhanced school culture that respects and responds to every student’s learning potential.
➢ Strengthened teacher capacity to improve student learning outcomes.
➢ Students experience challenging, flexible and personalised experiences that enhance their wellbeing and learning.

Evidence of achievement of outcomes in 2014:

• Improved student performance through the implementation of differentiated programs that cater for the learning and wellbeing needs of all students
• Improved overall student leadership opportunities and engagement

Strategies to achieve these outcomes in 2014:

• Regularly monitor attendance and respond appropriately through school and regional process.
• Identify and increase the focus of programs to improve the performance of all middle to high-achieving students.
• Effective use of school learning support officers and volunteers in the implementation of individualised and personalised learning plans.
• Increase integration of information and communication technologies (ICT) into all teaching and learning programs.
• Increase parent engagement in supporting learning programs and the school.
• Monitor the SLSP program through the Learning Support Team and make changes to respond to students’ needs.

• Implement and promote high quality transition programs for Kindergarten and Year 6 to high school.

Professional learning

• Throughout 2014 we have used professional learning funds to support our targets of literacy, numeracy and student well-being. This investment in our teachers ensures we implement quality learning programs and effective teaching and learning activities.
• The teacher professional learning cycle has once again continued to provide the opportunity for our teaching staff to investigate effective and practical ways to implement quality classroom programs that cater for the needs of all students. The school has continued to achieve a consistent level of judgment between teachers which is an indicator of the success of this program.

Future Directions
2015-2017 School Plan
Future directions

As part of our new 3 year plan we are going to further explore and develop the areas of Curriculum, Quality Teaching and Learning and Welfare and Linkages. We want to aspire to build excellence through our learning environments ensuring all students are able to achieve their own personal bests.

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: