Miller Public School
Annual School Report

2012
Our school at a glance

Students

Our enrolment in 2012 was 216, including 114 boys and 102 girls. 91.7% of our students attended school each day. Our school is funded by Equity and National Partnerships Programs, which enable us to provide outstanding learning programs which meet the needs of all students.

Staff

In 2012 our staff included 5 executive (including the Principal) and 7 classroom teachers. This included 3 teachers of students with disabilities, one 0.6 Librarian, one ESL teacher, one STLA teacher and one 0.6 Release from Face to Face Teacher.

Significant programs and initiatives

The school conducted a significant number of additional programs in 2012 to provide support for all students. These programs included:

- Aboriginal Education Programs
- Multicultural Programs
- Student Welfare Programs
- Good Morning Café Program

Student achievement in 2012

In 2012 there was an increase in the number of Year Three students in bands 5 and 6 in Reading. In Year Three Numeracy there was a 25% decrease in the number of students in bands 1 and 2.

Growth in Grammar and Punctuation for Year Five girls was above state average. Year Five boys showed a decrease in reading and performed below state average.

Messages

Principal's message

Miller Public School is committed to ensuring that students develop to their full potential in a safe and caring environment. In 2012 we have seen the continuation of our goal to provide quality teaching and learning in every classroom.

Students and staff embrace continual learning and integrate current technologies to develop 21st century learners.

There is a strong collaboration between the school and its community. The P&C continually supports the school through fundraising to provide current resources for the school.

The Annual School Report gives the reader a summary of our many successes, some knowledge of our student body and an insight into what happens at our school. We are dedicated to providing a comprehensive education for all our students which enables them to be productive and contributing members of our community.

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.

Ms Julianne Lye

P & C message

Thank you to everyone involved and affiliated with the P&C for their ongoing hard work and support. Your dedication and tireless effort is much appreciated. Many people at the school volunteer their time and put a lot of effort into making things better for all students at the school.

Thank you also to the entire school and local community for getting behind the P&C and ensuring our great success this year. With our focus and our continual effort we were able to raise a substantial amount of money for the P&C this year.

The P&C has contributed towards the Year 6 Farewell, the purchase of books and trophies for Presentation Day as well as donating $2000
towards the purchase of new Home Readers for 2013.

Our fundraising events throughout the year included the Easter Raffle, Crazy Hair and Sock Day, Mother’s Day and Father’s Day Stalls, Halloween Disco, Bunnings BBQ and a Christmas raffle.

I would like to encourage everyone at the school to join the P&C. Meetings are held on the third Tuesday of each month. It is a great opportunity to find out what is happening in the school environment, offer input and ideas and to help support and better our school.

Mrs. Esther Pese

P&C President

Student representative’s message

In 2012 the Student Representative Council (SRC) was comprised of a student from each class, including students from our Support Unit. The SRC allowed opportunities for students to develop leadership skills whilst working collaboratively with their peers.

Students in the SRC worked collaboratively to gather ideas and suggestions from their class to improve Miller Public School. Students developed their leadership skills by listening actively to others and considering all ideas fairly.

Leadership skills were also developed through the Sports Borrowing program. Students demonstrated their sound leadership skills and responsibility by lending and collecting equipment to students K-6.

Students thoroughly enjoyed hosting the Biggest Morning Tea and raised $630 for the Cancer Council.

A highlight for the SRC was meeting Mr. Murat Dizdar, Regional Director of South Western Sydney. This experience inspired students in their pursuit for excellence.

Congratulations to the SRC 2012 for a fine job.

Peter Hemans and Nathan Le

School context

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

Student enrolments have declined very slightly in 2012.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>159</td>
<td>156</td>
<td>156</td>
<td>127</td>
<td>131</td>
<td>114</td>
</tr>
<tr>
<td>Female</td>
<td>166</td>
<td>138</td>
<td>135</td>
<td>99</td>
<td>104</td>
<td>102</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.5</td>
<td>94.1</td>
<td>91.7</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.1</td>
<td>93.0</td>
<td>94.0</td>
<td>92.9</td>
<td></td>
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<tr>
<td>2</td>
<td>92.8</td>
<td>93.5</td>
<td>92.9</td>
<td>93.7</td>
<td></td>
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<tr>
<td>3</td>
<td>89.5</td>
<td>94.9</td>
<td>90.7</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>91.5</td>
<td>91.3</td>
<td>94.6</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.0</td>
<td>92.3</td>
<td>90.4</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.0</td>
<td>94.3</td>
<td>91.6</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.6</td>
<td>91.9</td>
<td>93.3</td>
<td>92.1</td>
<td>91.7</td>
</tr>
</tbody>
</table>

Attendance rates dropped slightly in 2012 by 0.4. Additional strategies and monitoring procedures are being put in place to increase attendance and positive links with families.

Management of non-attendance
Classroom teachers track and collect notes for absences. Any student not returning an absence note in the week of the absence is given a reminder note by the Assistant Principal. Students at risk are closely monitored by the Assistant Principal Student Engagement, who liaises with families and the Home School Liaison Officer.

Staff information

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

In 2012 there were 11 classroom teachers. Four teachers were Temporary Engagements and four teachers were Early Career Teachers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.477</td>
</tr>
<tr>
<td>Total</td>
<td>21.197</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The Indigenous composition of Miller Public School in 2012 was one classroom teacher.

Staff retention

45% of staff began their first year of work at Miller Public School in 2012. At the end of 2012 two staff members left the 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>
</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$138790.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>205138.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>313497.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>58286.40</td>
</tr>
<tr>
<td>Interest</td>
<td>7613.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12748.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>736074.95</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: $10539.53
  - Excursions: $15988.69
  - Extracurricular dissections: $42092.45
- Library: $2668.24
- Training & development: $3327.76
- Tied funds: $315456.61
- Casual relief teachers: $52249.32
- Administration & office: $72328.54
- School-operated canteen: $0.00
- Utilities: $42458.63
- Maintenance: $31454.96
- Trust accounts: $14179.37
- Capital programs: $0.00

Total expenditure: $602744.10
Balance carried forward: $133330.85

A full copy of the school’s 2012 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.

School performance 2012

Achievements

Arts

The choir and two dance groups performed at the Western Liverpool Festival of Performing Arts. These groups worked diligently under the expert
guidance of Mr. Neill and Ms. Hill to showcase their skills. Many parents supported our students and gave positive praise for the quality of the performance at Mounties.

**Sport**

All students at Miller Public School participate in weekly structured sport sessions. We competed at the District Swimming, Athletics and Cross Country Carnivals with individual students demonstrating high levels of skill and ability.

All Year 2 students had the opportunity to access School Swimming Scheme which focused on swimming capability and water safety skills.

**Other**

All students participated in a school based Spelling Bee with high achieving students representing our school externally. A number of students were also chosen to represent our school in Public Speaking at District level. We are very proud of all our students’ achievements.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**READING – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>392.9</td>
<td>382.3</td>
<td>419.6</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>17.2</td>
<td>27.6</td>
<td>31.0</td>
<td>13.8</td>
<td>6.9</td>
<td>3.5</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>11.8</td>
<td>26.6</td>
<td>29.6</td>
<td>21.3</td>
<td>5.9</td>
<td>4.7</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>7.8</td>
<td>17.9</td>
<td>22.8</td>
<td>22.2</td>
<td>16.2</td>
<td>13.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.3</td>
<td>11.7</td>
<td>16.8</td>
<td>20.5</td>
<td>22.3</td>
<td>24.5</td>
</tr>
</tbody>
</table>

- In 2012, 10.4% of students were in Bands 5 and 6 compared with 2.8% in 2011.
- 77% of students achieved at or beyond the National Minimum Standard.

**Numeracy – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>330.6</td>
<td>368.4</td>
<td>400.2</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>17.9</td>
<td>35.7</td>
<td>14.3</td>
<td>10.7</td>
<td>17.9</td>
<td>3.6</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>16.6</td>
<td>24.9</td>
<td>27.8</td>
<td>18.3</td>
<td>7.7</td>
<td>4.7</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>8.3</td>
<td>16.9</td>
<td>28.5</td>
<td>25.2</td>
<td>13.5</td>
<td>7.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
</tr>
</tbody>
</table>

- In **Numeracy** students displayed an increase in 2012 from 2011 raw scores. 77% of students were at or above the National Minimum Standards with 21.5% of students proficient in Bands 5 and 6 compared with 8.4% in 2011.

**Reading – NAPLAN Year 5**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>380.5</td>
<td>457.1</td>
<td>492.4</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>11</td>
<td>11</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>36.7</td>
<td>36.7</td>
<td>16.7</td>
<td>6.7</td>
<td>0.0</td>
<td>3.3</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>21.0</td>
<td>25.4</td>
<td>28.7</td>
<td>13.3</td>
<td>8.8</td>
<td>2.8</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>15.0</td>
<td>18.0</td>
<td>29.0</td>
<td>21.9</td>
<td>11.8</td>
<td>4.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>9.3</td>
<td>11.2</td>
<td>23.7</td>
<td>24.0</td>
<td>19.7</td>
<td>12.1</td>
</tr>
</tbody>
</table>

- In 2012, Year 5 boys achieved below State Average growth in Reading.
- 63% of students achieved at or beyond the National Minimum Standard.

**Numeracy – NAPLAN Year 5**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>417.8</td>
<td>459.4</td>
<td>493.6</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>7</td>
<td>6</td>
<td>14</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>23.3</td>
<td>20.0</td>
<td>46.7</td>
<td>6.7</td>
<td>3.3</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>14.0</td>
<td>23.5</td>
<td>37.4</td>
<td>16.8</td>
<td>5.0</td>
<td>3.4</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>10.1</td>
<td>21.0</td>
<td>31.7</td>
<td>23.7</td>
<td>8.7</td>
<td>4.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>13.2</td>
<td>24.6</td>
<td>26.7</td>
<td>14.2</td>
<td>15.0</td>
</tr>
</tbody>
</table>

- In **Numeracy**, students displayed average growth of 46.8 points compared to the state
average of 77.8 points. 77% of students were at or above the National Minimum Standards. 88% of students displayed positive growth with 24% of students displaying growth greater than or equal to the expected rate. The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Miller Public School proudly educates 23 students of Aboriginal background. We provide strong programs that promote cohesive links with all students, staff and parents. Lessons based upon Aboriginal culture, history and contemporary Aboriginal Australia are embedded in all teaching and learning programs. Personalised Learning Plans (PLP’s) are developed for each child in consultation with students, parents, teachers and community representatives. All staff attended explicit Professional Learning in the development of successful and supportive PLP’s.

Miller Public School is provided with outstanding knowledge and support through the leadership of Mr Jayson Neill, who is the President of Liverpool Aboriginal Education Consultative Group (AECG).

Multicultural education

In 2012 we acknowledged and celebrated Harmony Day as a school community with reflective lessons and community involvement in a fun afternoon. Our three major groups are Arabic, Samoan and Vietnamese.

Our ESL teacher strongly supports the needs of students from non-English speaking backgrounds through team teaching, consultancy for class teachers, co-operative planning and individualised instruction.

Equity Funding

A Literacy Coordinator position was established to support teacher Professional Learning, develop consistent teacher judgment and track student literacy data. Literacy resources were purchased to support and enhance student learning. A Student Learning Support Officer was employed 3 days per week to improve outcomes of targeted students.

A focus on teacher Professional Learning in Numeracy saw a reduction in the number of students requiring additional support. Quality numeracy resources were purchased to support teaching and learning programs.

National partnership programs

2012 saw the commencement of our Low SES Communities National Partnership. Miller Public School employed an additional Assistant Principal Student Engagement to support the quality of teaching practices and improve student outcomes. This has been successful in streamlining processes and making strong links with students and their families.

Strong and collaborative professional learning programs are in place to ensure quality teaching and learning programs are implemented K-6 which meet improvement targets, with a focus on Literacy and Numeracy.

Progress on 2012 targets

Target 1

To improve the levels of student Literacy achievement.

Our achievements include:

- 10 % of Year 3 students achieved proficiency in the 2012 NAPLAN Reading.
- 24.0% of Year 5 students achieved greater than or equal to expected growth in 2012 NAPLAN Reading.

Target 2

To improve the levels of student Numeracy achievement.
Our achievements include:

- Early Stage 1 and Stage 1 continued to implement the Targeting Early Numeracy (TEN) program. 88 students in Kindergarten, Year 1 and 2 started on the program with 14 students remaining on the program, at the end of the year. This indicated an improvement in 87.68% of students.
- On-going Professional Learning sessions were attended by staff in fortnightly meetings, DET in-services and Regional TEN Training. Comprehensive SMART training was completed to in-service staff in using data effectively in teaching and learning programs.
- New math’s resources continued to be purchased and incorporated into teaching and learning programs from Kindergarten to Year Six. Class sets were distributed and the school Numeracy storeroom was reintroduced with teachers actively using available resources.
- The new scope and sequence was implemented to guide teaching and improve student achievement. Planning and programming sheets were implemented to assist in this implementation.
- Continued professional development for staff. This involved one day per week where the coordinator worked with teachers in their classrooms demonstrating and team teaching explicit lessons.

Target 3

To increase student engagement in schooling

Our achievements include:

- In 2012, school structures and practices respected and responded to the diverse needs and unique characteristics of every student.
- The implementation of high quality programs through connections with external agencies to support students and their families.
- Supporting staff in the delivery of a curriculum through Professional Learning focusing on the behavioural needs of every learner.
- Implementing high quality, proactive Anti-Bullying programs including ongoing Teacher/Parent Anti-bullying Workshops.
- Aligned student welfare policies and practices with Positive Behaviour Intervention Supports
- Re-launch of Aussie of the Month awards designed to encourage students to be proud of themselves, their school and to understand the responsibilities and rewards of school citizenship.
- Academic achievement was enhanced by strategies and programs that focus on the students’ social, emotional, physical development. Rock and Water and Shine programs supported student emotional development through activities that promote inner strength, resiliency and self-esteem.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of our Low SES Communities National Partnership.

Low SES Communities National Partnership

Background

2012 saw the commencement of our Low SES Communities National Partnership which assists schools to work together with their communities to deliver improved outcomes for students.

Findings and conclusions

- Literacy targets showed limited success in terms of growth data and achievement of stage outcomes.
- In Numeracy, Year 3 students exceeded the target in NAPLAN proficiency by 6%. Additional focus needs to be maintained on extending and consolidating Numeracy growth data from Year 3 to Year 5.
- 100% of parents agreed with the school attendance monitoring procedures. Data indicates that 50% of students have attendance equal to or better than 95%.
- Positive Behaviour Intervention Supports (PBIS) were successfully relaunched, class lessons implemented and visual stimuli featured across the school.
- Parent attendance at school events has steadily increased throughout the year. The employment of a Community Liaison Officer (CLO) has supported students, families and the wider community.

Future directions

- Professional Learning needs to be enhanced to develop more systematic and explicit teaching in Literacy.
• The Numeracy Coordinator will liaise with the Instructional Leaders to provide support in whole school Numeracy programs and professional learning to promote a deeper understanding of the Numeracy Continuum.
• Attendance will continue to be a focus area with effective internal structures and support from the Home School Liaison Officer (HSLO).
• Revise and refine school reward and consequence systems.
• Extend the employment of the Community Liaison Officer (CLO) to three days per week.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
• 50% of staff surveyed identified that they happily embrace change when it is communicated well and contextual.
• Most students were identified through observation as being well-behaved.
• Some parents, most teachers and most non-teaching staff perceived the majority of school staff as friendly, dedicated and collegial.
• Teacher Professional Learning was identified as a focus area which needed continuity, collaboration and high expectations.
• Staff and parents highlighted school communication as an area which needed further development. Strategies such as improved newsletters and a new website will assist in providing up to date, relevant and accurate communication to our community.

Professional learning
All staff embrace the Professional Learning opportunities offered throughout the year, with many staff initiating personal reflection and engaging with other professionals to extend and enhance their knowledge.

Four New Scheme Teachers received certification at Professional Competence level. Two teachers continued working towards maintaining their Professional Competence Accreditation.

In 2012, $3327.76 was spent from School Funds on Professional Learning. This equates to $302 per classroom teacher.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Increased level of Literacy achievement for all students
2013 Targets to achieve this outcome include:
• 10% of Year 3 students achieve proficiency in NAPLAN Reading.
• To increase the number of Year 5 students achieving greater than or equal to expected growth from 24% in 2012 to 30% in 2013.

Strategies to achieve these targets include:
• Literacy Coordinator (0.2) to liaise with instructional leaders and support staff with pedagogy and coordinate literacy tracking data.
• Continued professional learning to meet the needs of all staff.
• Implementation of a speech program for early intervention.
• 0.6 school funded Reading Recovery teacher to work with Year 1 and Year 2 students who are not meeting grade expectations.

School priority 2
Outcome for 2012–2014
Increased level of Numeracy achievement for all students
2013 Targets to achieve this outcome include:
• 30% of Year 3 students achieve proficiency in NAPLAN Numeracy.
• 55% of Year 5 students demonstrate expected growth or above in NAPLAN Numeracy.

Strategies to achieve these targets include:
• Continue Numeracy Coordinator (NP 0.2) to liaise with Instructional Leaders and support quality Whole School Numeracy programs.
• Update Numeracy Scope and Sequence K-6 and link with a newly created Assessment Schedule incorporating the K-6 Numeracy Continuum.
• TPL in learning intentions, continuum understanding and early learning plan creation to meet the needs of all students.
• Continue to ensure students have adequate and appropriate resources to meet learning needs.
• Use new technologies as a tool to promote engagement in Mathematics.
• Use Instructional Leadership support to improve Mathematics learning K-2.
• Creation of a Miller Math’s Mentals incorporating written NAPLAN style questions.

School priority 3
Outcome for 2012–2014
School structures and practices respect and respond to the diverse needs and unique characteristics of every student.
2013 Targets to achieve this outcome include:
• Attendance rates at 93%.
• At least 10% of families attend school events and special days.

Strategies to achieve these targets include:
• Continued employment of Assistant Principal Student Engagement.
• Monitoring and tracking of student absences
• Increased employment of Community Liaison Officer to three days a week.
• Employment of School Promotions Officer to develop professional and consistent school communication e.g. written communication in print and digital media.
• Current and informative website promoting communication between home and school.

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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