Our school at a glance

Students
There was a steady increase of student enrolments throughout the year and the school had nine full classes. Forty six pre-school students attended the Kinder Orientation program in December. There are eighteen percent non-English speaking background students.

Staff
All staff meet the professional requirements for teaching in NSW public schools. Our office staff professionally manages school administration.

Significant programs and initiatives
Gifted and Talented Education
The school updated the ‘Gifted and Talented’ policy and presented Parent Information afternoon and evening sessions on Gifted and Talented education across the school.

Technology & Interactive White Boards
Teachers effectively integrated technology in teaching and learning programs. Professional development in IWB skills was conducted to up skill teachers.

Peer Support program
Peer Support was held across the school in Term 2. The Peer Support leaders and co-leaders led groups of K-4 students in lessons on friendship, getting along and respect.

You Can Do It! Program
The ‘You Can Do It!’ program was linked to Peer Support and was part of Personal Development. Teachers led lessons on a range of skills.

Life Skills
The ‘Life skills’ program for Stage 3 students was once again conducted across the school and students achieved outcomes in financial literacy.

Afternoon of the Olympians
It was an Olympic Year! Stage 3 students presented themselves as Olympic athletes during Education Week. It was a spectacular event with many students and parents/community visiting the displays and presentations.

Performing Arts
The school proudly entered the District Dance Festival with three troupes – Year 1/2, Year 3/4 and Year 5/6. This year for the first time we had a boy’s dance troupe, who performed ‘Rio’. ‘Glee-MPS’ was our 19th annual production. Each year the production showcases our talented students, giving each and every one of them the opportunity to perform on stage.

Public Speaking
Students competed in the Bankstown District Public Speaking Competition. Our students made it to the finals - Brady Lauretti Yr1, Rachel McGarry Yr 2, Elena Charalambous Yr 3 and Zac Porter came first in the District finals Kinder division.

Premier’s Reading Challenge
The Reading Challenge was implemented across the school and it was led by Mrs Dwyer Librarian. It was a success with 82% achieving the goals.

Student achievement in 2012
Year 3 students performed well in Literacy, in the areas of Writing, Grammar and Punctuation. In Numeracy Year 3 achieved at state average in Number, Patterns and Algebra. Year 5 students performed well in all literacy areas reading, writing and had strong results above state average in spelling, grammar and punctuation. In Numeracy Year 5 achieved above state results for Numeracy in total and in the Number, Patterns and Algebra component.

Messages

Principal’s message
This was an Olympic Year and there were exciting programs and events. We embarked on a journey in the performing arts with the production of ‘MPS - Glee’. It was a tribute to the quality, talent and team work of everyone involved.

Student welfare and wellbeing was greatly enhanced with the ‘Peer support’ and ‘You Can Do It’ programs. Milperra Public School continued to strive with innovation in technology and curriculum. Students applied a range of programs
to enhance their IT skills and capacity. Teachers developed new and exciting approaches to engage students for the 21st Century.

We stepped out from the four walls of the classroom and forged strong partnerships with the University of Western Sydney’s Badanami Centre for Indigenous Education.

Our eyes were firmly fixed on students achieving their outcomes and lifting the rate of learning, especially in literacy and numeracy. Students achieved in literacy and numeracy through the school’s explicit approaches. Gifted and Talented education was a focus in extending learning.

Congratulations to the sporting stars for their outstanding achievements at school, district, region and state levels in swimming, cross country, athletics and PSSA. These included soccer, netball, newcombe ball and T-ball, softball. At each level of competition the children displayed good sportsmanship and excellent level of physical ability.

We recognise and thank members of the school community who have worked over the year helping in many areas; in class activities, the concert, P&C and school projects.

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.

Aurora Reilly

P & C

This year we have been busy raising money through Mother’s Day and Father’s Day stalls, Hot Cross buns drive and various others. It is through our community’s generous support that we have been able to provide further technology resources for the school, two quality ‘Document Cameras’ which are electronic overhead projectors to enhance the Smartboards. We purchased up to date Readers for Years K-2 and sets of books for Years 3-6 and the library. Also continued to support Mathletics across the school. We have donated money toward the upgrading of our school sign to name but a few.

A very special thank you to the members of our community who have worked hard on our fundraising stalls, in the canteen and the uniform shop. We are very fortunate to have both our canteen and uniform shop run by dedicated volunteers, this means that we are better able to serve the families within our school as well as ensuring the profits benefit our students. Your support is, as always, greatly appreciated.

I would like to take this opportunity to encourage parents to get involved with the P&C by attending our monthly meetings and continuing support of our fundraisers.

Marlene Goulder
P&C President

Student representative’s message

The Student Representative Council was very busy this year. The majority of its work centred around fundraising, with the major beneficiaries being the Randwick Children’s Hospital, the Diabetes Foundation and our students. The highlight was the Channel Nine’s ‘Gold Week’ Telethon. We had a camera crew interview students, film our special ‘Gold Week’ assembly, televise our fundraising efforts and produce an advertisement for the Telethon.

Thank you to all the student representatives for their outstanding efforts, the school’s Government and Opposition parties and the school community for their support through donations and participation at events.

Houda Chafic at the ‘Afternoon of the Olympians’
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>109</td>
<td>105</td>
<td>110</td>
<td>105</td>
<td>104</td>
</tr>
<tr>
<td>Female</td>
<td>117</td>
<td>116</td>
<td>115</td>
<td>115</td>
<td>124</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>95.4</td>
<td>96.5</td>
<td>95.9</td>
<td>96.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.8</td>
<td>95.0</td>
<td>95.3</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.4</td>
<td>96.0</td>
<td>93.2</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.3</td>
<td>95.9</td>
<td>94.1</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.4</td>
<td>93.1</td>
<td>94.1</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.1</td>
<td>97.1</td>
<td>93.6</td>
<td>96.1</td>
<td></td>
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<tr>
<td>6</td>
<td>95.2</td>
<td>94.0</td>
<td>96.2</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.4</td>
<td>95.2</td>
<td>95.4</td>
<td>94.7</td>
<td>95.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is monitored according to protocols stated in the Department of Education and Training’s Attendance Policy. The Home Liaison Officer monitors the class rolls each term and supports the Principal in identifying students whose absence patterns cause concern. The Principal contacts parents to discuss absences. If the issue is not resolved satisfactorily, the matter is referred back to the Home School Liaison Officer for follow up.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.372</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>14.9</td>
</tr>
</tbody>
</table>

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

Staff retention

2012 was a stable year with minimal disruptions. Teachers were on class for the year and we had one teacher on maternity leave in Term 4.

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>20%</td>
</tr>
</tbody>
</table>

Students at ‘Sydney Olympic Stadium’ excursion
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><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$161,677.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>$136,429.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$52,373.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$88,508.74</td>
</tr>
<tr>
<td>Interest</td>
<td>$6,722.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$18,385.28</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$464,097.79</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | $14,610.58 |
| Excursions                 | $10,329.38 |
| Extracurricular dissections| $38,982.83 |
| Library                    | $4,696.98  |
| Training & development     | $3,585.53  |
| Tied funds                 | $48,063.05 |
| Casual relief teachers     | $43,686.07 |
| Administration & office    | $31,521.74 |
| School-operated canteen    | $0.00      |
| Utilities                  | $44,560.67 |
| Maintenance                | $15,019.89 |
| Trust accounts             | $27,705.26 |
| Capital programs           | $20,731.37 |
| **Total expenditure**      | $303,493.35|
| **Balance carried forward**| $160,604.44|

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

Dance Festival

The school proudly entered the District Dance Festival with three troupes – Year 1/2, Year 3/4 and Year 5/6. This year for the first time we had a boy’s dance troupe, who performed ‘Rio’. The Year 1/2 performed ‘Loser Like Me’ Glee soundtrack, Year 3/4 the Glee rendition of ‘Thriller’ and Year 5/6 with the Glee version of ‘Bad Romance’. It was an exciting opportunity for the dancers to perform on a big stage and in front of a large audience.

Production

‘Glee-MPS’ was our 15th annual production. Each year the production showcases our talented students, giving each and every one of them the opportunity to perform on stage. It was a spectacular event with an outstanding audience attendance on both nights. This is a wonderful achievement for our students and teachers who worked hard to provide this creative concert.

Sport

In 2012, there were two netball teams a Senior and Junior team. A development squad was introduced to develop netball talent. This year was one of skill and team work. The teams participated in the Macquarie Netball Clinic with Liz Ellis and NSW Swifts players. It was the third year the school competed in the PSSA Newcombe Ball competition. There were two teams a Junior and Senior team and it was a great year the Junior team finishing in third place. The Junior and Senior Girls Soccer teams competed well and both the Boys Senior and Junior Soccer teams progressed to the quarter finals. The Junior Girls T-Ball and the Senior Girls T-Ball teams were competitive with the girls developing their skill level with each game. The Junior Boys T-Ball team gained a place in the semi-finals for the second year and Senior Boys T-Ball team made it to the semi-finals in the competition. Two students Connor Keen and Corey Driver were selected for the Regional Softball team and Corey made it to the State Softball team. All the teams are to be proud of their achievements.

The Swimming, Athletics and Cross Country Carnivals were successful. The school
represented well throughout the East Hills District PSSA competitions. In the Sydney South West Area competitions six students represented the East Hills District at the Regional Swimming Carnival – Nathan Linabury, Tyler Brown, Blake Macdonald, Houda Chafic, Hayley Linabury, Jorja Murray.

This year Carinya was the overall winning house with Leawarra and Orana coming in equal second. A team of forty five competitors represented the school at the District Athletics Carnival. Zahir Khodragha, Corey Driver, Zach Bowmaker, Jorja Murray and the Senior Boys Relay team made it to the Sydney South West Area Carnival. Zahir and Zach were selected for the State Athletic Championships. In the Cross Country five students achieved placings at the District Carnival and were chosen to represent at the Sydney South West Region championships – Brodie Romcke-Harber, Jack Lee, Paige Hansen and Corey Driver.

Swimming Scheme

Forty students from Years 2-6 participated in the intensive School Swimming Scheme that was offered over five days (two sessions a day). All students were enthusiastic and achieved good progress by the end of the week.

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)

### Year 3 NAPLAN Reading

<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>408.6</td>
<td>416.8</td>
<td>419.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
</tr>
</tbody>
</table>

### Reading – NAPLAN Year 3

#### Percentage in bands: Year 3 Reading

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.
Numeracy – NAPLAN Year 3

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>392.7</td>
<td>395.7</td>
<td>400.2</td>
</tr>
</tbody>
</table>

State DEC % in Bands 2012: 400.2
SSG % in Bands 2012: 395.7
School % in Bands 2012: 392.7

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
</tr>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Reading – NAPLAN Year 5

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>498.3</td>
<td>485.4</td>
<td>492.4</td>
</tr>
</tbody>
</table>

State DEC % in Bands 2012: 492.4
SSG % in Bands 2012: 485.4
School % in Bands 2012: 498.3

Year 3 NAPLAN Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>430.3</td>
<td>421.0</td>
<td>418.7</td>
</tr>
</tbody>
</table>

State DEC % in Bands 2012: 418.7
SSG % in Bands 2012: 421.0
School % in Bands 2012: 430.3
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**

At Milperra, we are committed to continuing to implement the DEC Aboriginal Education policy and improving understanding of Aboriginal culture. Throughout 2012, the staff again supported the training of Aboriginal trainee teachers from the University of Western Sydney.

We continue to develop individual learning plans for our Indigenous students in order to improve educational outcomes and increase the participation of Aboriginal students focused on quality teaching and learning activities.

**Multicultural education**

Milperra Public School has approximately 18% of students with a Language Background Other Than English. Our English as a Second Language (ESL) teacher developed and implemented programs to cater for the individual learning needs.

The school continues to support and promote multicultural education across the curriculum by providing programs that develop knowledge, skills, values and attitudes required by Australia’s diverse multicultural society.

**Life Skills program**

Lifeskills are valuable activities for students from Years 5 and 6. We ran competitions promoting the recycling of aluminium cans, collected old
mobile phones and empty printer cartridges, and took up jobs working in the library, garden, worm farm and operating the Lifeskills bank. Students developed their financial literacy skills as they were paid a wage in “Mil pys” for their jobs. Their “Mil pys” were banked for later use at a Lifeskills auction held at the end of each term.

Student assistants were given real money, raised through recycling, to purchase items in the real world that were auctioned off using their banked “Milpy” dollars. Money raised also provided equipment in each classroom.

The Lifeskills students again worked hard to raise money to donate to charity by running trade fairs and raffles.

A Stall at the Life skills Trade Fair

Progress on 2012 targets

NAPLAN results indicate a greater need for emphasis on raising our Literacy and Numeracy standards.

Target 1

To increase the levels of Literacy and Numeracy achievement for every student.

Our achievements include:

- Increase in reading and comprehension results K-6 80% achieving outcomes.
- Explicit teaching/learning and ‘Reciprocal Reading’ strategies implemented.
- Increase in students achieving reading levels in K-2.
- Explicit teaching/learning and ‘Reciprocal Numeracy’ strategies implemented across the school.
- Increase in students achieving in the top two bands 37% in top bands in Number.
- Improved measurement and data results 87% achieving outcomes across the school.

Target 2

To support Aboriginal students to become successful learners, confident and creative individuals who are informed citizens.

Our achievements include:

- Aboriginal education programs and activities successfully implemented across the school.
- Student participation in ‘Belonging’ program and Tarryn Hamment selected for the Twugia program.
- Increase in students achieving literacy and numeracy outcomes.

Target 3

To increase student engagement and attainment by providing challenging, flexible, personalised and safe learning environments.

Our achievements include:

- Gifted and Talented policy updated and procedures implemented.
- Staff development programs and Parent Information sessions on Gifted and Talented conducted successfully.
- Differentiated curriculum implemented and programs for extending students.
- Innovative programs and activities to increase higher order thinking skills, creative thinking, problem solving across the school e.g. Afternoon of the Olympians; Science; Six Thinking Hats.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out
evaluation of ‘Peer Support’ program across the school.

**Background**

Milperra Public School is committed to improving and keeping up to date in teaching and learning. The ‘Peer Support’ program has been implemented for over ten years at the school and it was due to be evaluated. Peer Support is a personal development program and it is linked with the PD/Health/PE syllabus. The purpose is for students to work together, learn about friendships, social skills and support each other. Year 5 and 6 students are trained as Peer Support Leaders and they lead a small group of students with teacher supervision Kinder to Year 4 in activities. The lessons are designed to cater across stages. They cover a range of topics: communication, listening, making friends, feelings and actions, assertiveness, conflict/resolution. The group activities are held in scheduled 40 minute sessions once a week during Term 2.

An evaluation team was formed and the team conducted the evaluation activities. The process involved teachers, students and parents. The evaluation started with gathering information across the school from teachers and students using the ‘PMI-Plus, Minus, Interesting’ tool. Teachers and students were also surveyed. Year 5 and 6 students were surveyed on being a ‘Peer Support’ leader and a random group of 12 leaders were interviewed. Parents were surveyed.

**Findings and conclusions**

**Students**

A ‘PMI-Plus, Minus, Interesting’ activity was conducted for each class. Overall comments:

**Kinder to Year 2**

Plus – liked the games and activities; learning to be kind and helpful to friends; learning from older students rather than the teacher; rewards for working well; making and meeting new friends; meeting other students; trying to get along with everyone; helping in the playground.

Minus – The naughty and noisy children; some boring lessons and activities; difficult to contribute when it was mostly older kids always talking; got very noisy; people aren’t always nice/doing the wrong thing; some members stopped listening to leaders and were too loud; some of the work was too hard especially the questions; some things were not explained well.

Interesting – Some children got to be with their friends from class and some didn’t; learning new games and activities; liked doing the Easter hats with Peer Support group; activities were a surprise each week; new and different people.

**Year 3 to Year 6**

Plus - learn new skills and new ways to learn; get to know other kids; enjoy the Easter Hat parade and making the hats; learning how to get along; making friends; skills you can use outside of school; fun activities; working with younger children; helping kids learn; leadership.

Minus – same lessons every year; some lessons hard for younger students; some students don’t behave and don’t listen to the leaders; boring games; younger students don’t want to do the lesson, they want to play games; some leaders didn’t co-operate with each other; not finishing lessons; not all kids involved, only some of group.

Interesting – kids developed confidence; whole school doing the program together; learning to be a leader; younger children enjoy the games; leaders making friends with the younger students; it was quiet only at the start; learning new games; students helped each other.

**Surveys**

**Year 1 and 2**

All students completed a survey. Forty seven percent agreed they liked Peer Support, thirty percent were not sure and twenty three percent disagreed. A high majority liked working in K-6 groups and stated that they get along with others in their group. Sixty six percent agreed that they learn about how to be friends and seventy five percent agreed that the Peer Support leaders help them with a small percentage disagreeing. Fifty two percent would like to be a Peer Support Leader, twenty one percent unsure and twenty seven percent disagreed.

**Year 3 and 4**

All students completed a survey. Thirty nine percent like Peer Support lessons, thirty nine
percent were unsure and twenty two percent disagreed. A higher fifty nine percent enjoy working in K-6 groups with thirty seven percent unsure and four percent disagreeing. Thirty nine percent agree the lessons are interesting, thirty five percent are unsure and twenty six percent disagreed. Fifty five percent get along with others in the group, forty one percent unsure. A higher sixty three percent learnt about how to be friends and thirty three percent were unsure. Seventy three percent understand the importance of co-operation and team work, two percent disagreeed. Fifty three percent agreed the Peer Support leader helped them during the lessons and thirty one percent were unsure. Twenty five percent agreed the leader helps them in the school or playground and fifty three percent disagreed. A higher percent sixty seven percent would like to be a Peer Support leader, twenty seven percent were unsure and six percent disagreed.

Year 5 and 6 students completed a survey that focused more on being a Peer Support leader. Sixty percent agreed liking Peer Support lessons and twenty one percent not sure. Thirty seven percent agreed the lessons were easy to teach, fifty percent were not sure and thirteen percent disagreed, forty four percent agreed the lessons were interesting, fifty two percent agreed it was hard to involve all group members in the lessons. Seventy one percent agreed it is important for every Year 5 and 6 students to be a leader and ten percent disagreed. Sixty five percent agreed that they have enjoyed being a Peer support leader and that the co-leader was supportive. Eighty seven percent understand the importance of co-operation and team work and seventy seven percent have learnt leadership skills with eighteen percent not sure.

Interview - Peer Support Leaders

A random group of twelve Peer Support leaders were interviewed. All twelve responded yes to Peer Support being a worthwhile program. Some of the positive points were: kids help each other; learn more about each other; develop confidence, kids learn how to be nice; group look up to the leader; everybody works together; learn something every week; learn that everyone is different but we have things in common; good sportsmanship; co-operation; develop friends.

All students agreed that they enjoyed being a Peer Support leader and they would participate in the program again as a leader. They liked being responsible for all people in the group; helping group members in the playground; relating to other students; being confident; being nice to other people; being a role model for others.

Some of the problems were: co-leader not being responsible, not doing their share; some lessons repetitive; some students being naughty and bored; group management can be a challenge. Suggestions were: more variety of lessons; new activities; pick friends as co-leaders as it’s easier to work with them.

Teachers

Overall teachers agree that Peer Support is a worthwhile program. Some of the responses were: students relate to and are often more open to their peers; empowers students; positive leadership skills; students helping students; gaining friendships; developing confidence; helps with anti-bullying; students taking responsibility; students developing leadership skills; positive relationships K-6; younger students look forward to participating with their group each week; students gain an appreciation of teaching and behavior management; all students participating in the program; development of organization skills; support network; interaction between different grade groups; effective communication; positive school program.

The minus points are: same lessons every year; the program needs invigorating and updating; some students don’t appreciate the value of the program; time involved in preparation of leaders for the lesson and debriefing; timing of the lessons; transition of students to and from groups; behaviour management; can be a challenge for some leaders; younger students can be overawed; leaders may not always be enthusiastic when presenting activities; students losing interest in program; leaders are not always able to include everyone in the group; some leaders spend time playing games instead of teaching lesson.

Parents

Twenty parent surveys were returned. A high percentage indicated that Peer Support is an important program and should be implemented at school. Overall parents are aware of the program and their child/children likes the program. Parents were not sure if their child has
asked for help from a peer support leader at school and in the playground. A high percentage agreed that it is important for every Year 5 and 6 students to be a Peer Support leader and that Peer Support will help their child in the future.

**Future directions**

The Peer Support program will continue to be conducted across the school. The following improvements will be made:

- students will attend leadership training away from school and at a DEC quality camp
- Peer Support lessons will be linked to the PBIS initiatives to reinforce positive behaviour and school rules
- activities will be linked to class lessons and then followed up in Peer Support sessions. Lessons will be more ‘hands on’ activities.

**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.

Fifty parents responded to a survey consisting of fifteen statements with five categories ranging from strongly agree to disagree. A high percentage 80-98% strongly agree and agree: that Milperra PS is an attractive and well resourced school; is connected to its community and welcomes parent involvement; is friendly and accepting of all students; students are the school’s main concern; has a focus on literacy and numeracy; teaches and promotes core values; has competent teachers who set realistic standards of achievement; a range of programs e.g. dance, public speaking, swimming scheme; encourages the uniform policy.

Sixty to eighty percent strongly agree and agree: parents are encouraged to contact the school; the school offers challenging programs and has supportive learning programs for students; there is good student access to computers and strong technology programs and resources; the school promotes a healthy lifestyle.

There were areas that parents indicated they were unsure of: parents encouraged to contact the school 19%; the school has supportive welfare programs 45%; the school offers challenging programs 29%; the school has supportive learning programs 33%; strong technology programs and resources 23%. Overall parents are very satisfied with the school. Some comments were: would like more excursions especially overnight; would like team sports; would like training for students for Cross Country and Athletics Carnivals; being more informed of student learning difficulties; K-2 sport; would like choir.

**Professional learning**

Teachers and staff attended professional learning activities throughout the year. Funds were provided by the Department of Education and Communities (DEC) and the school. All teachers participated in a Literacy & Technology project at the school. Literacy and Numeracy were a key focus and Student Welfare. Staff continually updated their technology skills through staff meetings and workshops. Professional development was provided through the staff Development days in Term 1, 2, 3 and 4.

The professional development covered curriculum, quality teaching and learning, science teaching/learning, student welfare.

**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**

**Literacy and Numeracy**

Improve literacy and numeracy performance across the school so that there is an increase in students achieving in the top two bands and a decrease in the lower bands.

**2013 Targets to achieve this outcome include:**

- Increase the percentage of students achieving high results and in the top two bands in writing
• Increase the percentage of students achieving high results and in the top two bands in reading
• Increase the percentage of students achieving working mathematically and problem solving outcomes
• Increase the percentage of students achieving high results and in the top two bands in number

Strategies to achieve these targets include:
• Quality teaching/learning and assessment in literacy and numeracy
• Implement ‘Seven Steps to Writing’ strategies
• Quality teaching/learning assessment in working mathematically mathematics strand
• Integrating technology effectively in literacy and numeracy programs
• Best Start Assessment K-2 in literacy and numeracy

School priority 2
Outcome for 2012–2014
Student Engagement and Attainment
Increase the positive interactions in the playground and across the school.

2013 Targets to achieve this outcome include:
Strategies to achieve these targets include:
• Develop PBIS plan for implementation across the school
• Reinforce school rules and expectations across school and community – Be safe; Be honest; Care for others; Always achieve your best; Respect the school.
• PBIS linked to Peer Support program
• ‘You Can Do It’ program across the school
• Review Discipline policy with school and school community

School priority 3
Outcome for 2012–2014
Curriculum and Assessment
To improve science teaching/learning.

To introduce new Australian Curriculum

2013 Targets to achieve this outcome include:
Strategies to achieve these targets include:
• Professional development in new Australian Curriculum
• Effectively integrate technology across the curriculum
• Differentiated teaching/learning programs to cater for the needs of diverse learners.

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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: