Our school at a glance

Middleton Grange Public School is a new school, opened 2009, in a new and developing suburb in the West Hoxton area.

The school is a PPP (Public Private Partnership) initiative comprised of 18 permanent classrooms, an administration building, library, special programs rooms, hall, canteen, covered outdoor learning areas and amenities. Site works include a generous play area, games court and extensive landscaping. Designed with best environmental practice in mind, the buildings are oriented to the north to maximise comfortable conditions while minimising energy consumption. Communication cabling enables comprehensive networking, internet and email access. All of this complements and supports modern teaching practices at Middleton Grange Public School.

Students

Middleton Grange Public School is a proud advocate for Public Education. Students will achieve positive learning outcomes through quality teaching, and will be equipped for their future learning.

Middleton Grange Public School is committed to providing a safe and happy learning environment that fosters interdependence and a sense of hope.

Staff

The school has enthusiastic, experienced and dedicated staff.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Messages

Principal's message

I extend my thanks for the warm welcome I have received as the school's Foundation Principal. 2009 has been an exciting and unique time.

The students and staff give our sincere thanks to the many people who have contributed to the financing, construction, resourcing, and establishment of the school – our new school of Middleton Grange Public School is a delightful place for us to journey to each day.

It is an ongoing privilege to share the lives of children for they are the future’s investments. We have the opportunity to awaken curiosity, kindle learning, build care, discover truth, and excite hope – for this we are daily thankful. I have enjoyed getting to know our students. They bring joy to school; are committed to learning; and care deeply for our environment and each other.

I acknowledge all families and our wider community of colleagues - you are an integral partnership of this school. There is a Native American saying, “It takes a whole village to raise a child” and so your ongoing contributions and support of the children and our learning community will enable many opportunities and possibilities to exist at Middleton Grange Public School.

I want to take this opportunity to acknowledge the spirit and talent of our staff. Robert Louis Stevenson said, “Judge each day not by the harvest you reap but by the seeds you plant”. I am deeply impressed by our staff members who are daily planting seeds of wisdom, of spirit, and of hope. Each are contributing in countless positive ways to creating what is quality about Middleton Grange Public School!

I look forward to our continuing journey together as Middleton Grange Public School.

Hallie-Ann Baxter

P&C and/or School Council message

No P&C or School Council existed in 2009.

Our community will be actively involved and inclusive. We are establishing integral partnerships with all families and our wider community, and look forward to the establishment of a P&C over time as the school population grows.

Student representative’s message

As Public Education Ambassador in 2009 I got to attend different functions throughout the year, support fundraising like Anglicare, welcome visitors to the school, and speak at assemblies. I have felt proud to be the Public Education Ambassador because I was the first ambassador for Middleton Grange.

2009 is our first year, our first steps. We are the foundation of the school. Things were different than if we were a bigger school but there has been lots of new and exciting things for us to do and learn.

Some of our events and activities have been –
  • Easter Parade
  • Swimming lessons
  • Being with other schools for leadership, gala day and an author visit
  • Assemblies
- Starting a worm farm and vegetable garden
- Visiting our new Library to see all of our new books
- An excursion to the NSW Art Gallery

There were changes in 2009 with some kids leaving (that was a bit sad) and new kids coming to the school. The more I got to know new people at this new school, I felt happier and safer.

Daniel Alorbi – Public Education Ambassador

**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**

Information on the total enrolment since 2005 by gender does not exist for the school. As a new and developing school, enrolment numbers will continue to increase over time.

**Student attendance profile**

Historical attendance rates do not exist for the school. Our school’s attendance profile for 2009 is displayed by the following graph and table. For 2009, our attendance rate was slightly below both Region and State levels.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>92.5</td>
<td>93.8</td>
<td>94.3</td>
</tr>
<tr>
<td>2007</td>
<td>96.6</td>
<td>93.4</td>
<td>93.7</td>
</tr>
<tr>
<td>2008</td>
<td>96.4</td>
<td>93.9</td>
<td>94.0</td>
</tr>
<tr>
<td>2009</td>
<td>96.2</td>
<td>94.2</td>
<td>94.1</td>
</tr>
<tr>
<td>Total</td>
<td>#N/A</td>
<td>94.2</td>
<td>94.0</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

At Middleton Grange Public School, non-attendance is managed by the school in the following ways –
- The provision of quality and engaging programs of learning in all curriculum areas.
- Parent contact (verbal and written) when an explanation for absence has not been received.
- School procedures in place to manage partial absences.
- Regular attendance requirements and information communicated through the newsletter.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Structure of classes

Middleton Grange Public School opened as a new school in 2009 with two multi-age classes – one infants and one primary.

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

Middleton Grange Public School commenced with the following staffing positions –
- 1 non-teaching Principal
- 2 Classroom Teachers
- 2 Special Education teachers
- Teacher Librarian, Support Teacher Learning Assistance, RFF Teacher, and English as a Second Language Teacher are part-time positions
- 2 School Learning Support Officers
- 1 School Counsellor (1/2 day each week)
- 1 School Administrative Manager (part-time)

In 2009, the only Executive position for the school is the Principal.

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>0 %</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income $</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>190 887.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>24 993.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11 925.93</td>
</tr>
<tr>
<td>Interest</td>
<td>1 695.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 587.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>231 088.93</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas 56 516.15
  - Excursions 1 540.50
  - Extracurricular dissections 17 747.41
- Library 33 863.18
- Training & development 705.14
- Tied funds 17 815.55
- Casual relief teachers 4 537.15
- Administration & office 47 814.31
- School-operated canteen 0.00
- Utilities 5 079.99
- Maintenance 0.00
- Trust accounts 1 587.35
- Capital programs 23 600.76

Total expenditure 210 807.49

Balance carried forward 20 281.44

As a new school, financial establishment grants were received to resource the school; including funds for Library, technology, administration, and curriculum resources.
School performance 2009

Middleton Grange Public School is committed to the provision of varied and stimulating programs in all Key Learning Areas.

Achievements

Arts
In 2009, students were supported in the area of the Arts by the following opportunities, experiences, programs and resources –

- Participation in weekly Creative and Practical Arts (CAPA) learning programs in the areas of visual arts, dance and drama. Students developed skills in the areas of appreciation, performance and artistic techniques.
- Visiting Leppington Public School in Term Three to view a presentation by well-known children’s author and illustrator Matt Ottley. Students viewed his books, watched him create an artwork, and heard about his life as an author/ illustrator. Students had the opportunity to ask questions and participate actively during his presentation.
- Involvement in craft lessons during Term Four as part of our Christmas celebrations.
- Mustang and Spitfire students attended an excursion to the NSW Art Gallery where they participated in an art appreciation workshop, and had a guided tour of the gallery.
- Purchase of teacher reference material, musical instruments, and visual arts supplies to support learning experiences.
- Performing as part of a dance group and choir at official school events including Official School Opening and Presentation Assembly.

Sport
In 2009, students were supported in the area of Sport by the following opportunities, experiences, programs and resources –

- Participation in weekly physical education lessons, and regular daily fitness activities, to develop a range of skills, including games skills.
- Students from Years One to Six participated in a fortnight of swimming lessons as part of the Department’s School Swimming Scheme. Skills practiced included correct swimming technique and stroke correction, water survival skills, water safety, rescue techniques, and pool and water rules.
- Three students represented at the Zone Cross Country Carnival.
- Participation in a Gala Sports Day with seven other local schools. Kindergarten to Year 2 students participated in fun activities at Bringelly Public School with infants students from Bringelly and Badgerys Creek schools. Students from Years Three to Six competed in a round-robin competition in Netball.
- Students participated in a weekly gymnastics lesson during Term Four. These lessons were conducted by a gymnastics coach. Students used a variety of apparatus and equipment. They participated in activities to strengthen muscles, improve apparatus and equipment; with a focus on balance and control.
- Participation in the Premier’s Sporting Challenge.
- Purchase of a variety of equipment, across a range of skills and games, to support learning experiences.

Other
During 2009, students have had opportunities to actively participate in a range of educational experiences to broaden skills, understandings and values.

Premier’s Reading Challenge
Every student successfully completed the Challenge, and received a recognition certificate from the Premier at our Presentation Assembly.

ANZAC Day
ANZAC Day was commemorated at an assembly led by Stage Three students and staff. The story of ANZAC and WW1 and symbols of remembrance were shared with students and community members. An ANZAC song, with the laying of wreaths and hand-made peace doves, were also features of the commemoration.

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 the 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)

Literacy – NAPLAN Year 3
In 2009, five students in Year 3 sat the NAPLAN in Literacy.

Literacy – NAPLAN Year 5
In 2009, five students in Year 5 sat the NAPLAN in Literacy.
Progress in Literacy

2009 was the first year that the school participated in NAPLAN. Growth data will not be available until 2011. 2009 data indicates that we performed below State level in Year Three in literacy. In Year Five, we performed above State level in all areas of literacy.

Numeracy – NAPLAN Year 3

In 2009, five students in Year 3 sat the NAPLAN in Numeracy.

Numeracy – NAPLAN Year 5

In 2009, five students in Year 5 sat the NAPLAN in Numeracy.

Progress in Numeracy

2009 was the first year that the school participated in NAPLAN. Growth data will not be available until 2011. In Year Three in 2009, 80% of students performed at skill band 4 or higher. 2009 data indicates that we performed below State level in both Year Three and Year Five in numeracy.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

Due to the small size of the school and the number of students in Year Three and Five sitting the NAPLAN, the performance of these students against the benchmarks is not reported.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Due to the small size of the school and the number of students in Year Three and Five sitting the NAPLAN, the performance of these students against the benchmarks is not reported.

Significant programs and initiatives

Aboriginal education

Middleton Grange Public School presents all students with the opportunity to participate in teaching and learning programs that expose students to Aboriginal history, culture and current Aboriginal Australia.

In 2009, this perspective was provided by Aunty Mae Robinson, an Aboriginal elder. Aunty Mae shared her knowledge of Aboriginal people’s Culture and History through personal stories, artefacts and art activities.

We have established contact with Gandangara Local Aboriginal Lands’ Council, with the view to maintaining an ongoing partnership.

Targeted literature and resources to promote effective teaching of Aboriginal content were purchased for the Library.

“Acknowledgment of Country” is observed at assemblies. The Aboriginal Flag is flown daily.

Multicultural education

Our school has a trained staff member in the Department’s Cultural Diversity and Community Relations Policy: Multicultural education in schools and the Anti-Racism Policy.

Our school’s Discipline Policy includes expectations of a racism-and-discrimination-free working and learning environment.

Teaching and learning programs were designed to provide students with multicultural perspectives and understandings.

Middleton Grange Public School received additional staffing and funding in Semester 2 as part of the New Arrivals (NAP)/ English as a Second Language (ESL) Programs. This supported a new student transition to the school.

Further, targeted resources to promote effective teaching were purchased for the Library.

Respect and responsibility

Throughout 2009, students were supported in the area of Respect and Responsibility by the following opportunities, experiences, programs and resources –

- In term two our School Leaders represented our school at the Cowpasture Community of Schools’ Student Leadership Day. This event was a collaboration between eight local schools and focused on Habits of Mind.
- Students sing both verses of the National Anthem at assemblies and formal events.
- Daily flying of the Australian Flag.
• Observation of events such as ANZAC Day with a formal, community commemoration assembly.
• NSW government schools’ Core Rules displayed around school.

Other programs

Student Leadership
In 2009, there are no students enrolled in Year 6, therefore formal school leadership structures do not yet exist. We will have our first School Leadership Team in 2010.

The South Western Sydney Region initiated the Public Education Ambassador Program in 2007. Each primary and high school in the Region identifies a student for their adherence to the values of public education, leadership, advanced communication skills, and ongoing contribution to the school community. Middleton Grange Public School has been proudly represented by our Public Education Ambassador at both school and regional events.

Student Welfare
School wellbeing practices have been developed around the three school rules of be safe, be a learner, be respectful (“I am a safe and respectful learner”). This has included strategies to promote, recognise and reinforce positive student behaviour and achievement; and practices to manage inappropriate student behaviour.

The school has established and communicated – a school vision statement, foundation statements for behaviour, school goals, and attendance requirements and procedures.

Fortnightly assemblies provide the opportunity for students to be recognised and celebrated through performance, speaking, merit awards, and an SRL draw. An annual presentation assembly also recognises students in a variety of ways.

Programs for students with additional educational needs
The NSW Department of Education and Training provides appropriate educational programs designed to meet the needs of children identified as having a disability. Formal placement procedures exist to access a support class placement. A support class operates on a smaller class size, with a Teacher and School Learning Support Officer per class.

Middleton Grange Public School established with two support classes for students with special needs – autism and/or moderate intellectual disability. We received support from the Region’s Student Services Team, including an Autism Outreach Teacher, to establish these classes.

Seventeen students and their families are an integral part of our learning community.

Parent and Community Programs

Successful examples of participation include -
• Community attendance at events including Education Week Open Day, Easter celebrations, sporting activities, Official School Opening, and presentation events such as assemblies and Presentation Assembly.
• Attendance at information sessions.
• Attendance at meetings to discuss student progress.
• Support to fundraising through special event days, including donations and a Book Fair.
• Active participation in school decision making through written surveys and voting for Sport House names.
• Attendance at “Littlies in the Library” – a community initiative with Parkbridge Estate for pre-school aged children and a caregiver
• Support to the school’s Home Reading Program.

Progress on 2009 Targets

Middleton Grange Public School did not open until 2009, so an Annual School Report for 2008 does not exist. Therefore, progress on improvement targets cannot be reported.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Culture and the curriculum of Personal Development, Health and Physical Education.

Educational and management practice

Culture

Background

A voluntary survey was used to gather and analyse responses of the total learning community – students, parents and caregivers, and staff. Staff and mainstream students completed the survey, with seven responses received from families. (Note – total numbers of students, staff and families that were a part of the survey group are each below twenty).

Findings and conclusions

Analysis of the feedback received indicated that there is very high satisfaction (100% of responses indicating ‘almost always’ and ‘usually’) from staff and parents to the school’s culture being supportive. The development of a positive, inclusive, informative and effective culture was identified by parents and staff as a strength of the school.

There were mixed responses expressed by students. 50% of students expressed a response of ‘sometimes’ or ‘rarely’ to two or three areas. There was a wide range of focus areas represented by these ‘sometimes’ or ‘rarely’ responses (in the majority of areas, only one student expressed that opinion to a focus question). The two areas that received a more consistent comment for improvement were: the school praising and rewarding students who are successful; and students supporting what is happening at the school.

Future directions

As a new and developing school it will be imperative to continue to build relationships of mutual trust, respect and open communication. Constant re-focus and refinement to the school’s purpose, framework and goals will be a priority as the population grows and new students and families join the school. Maintaining a clear focus on school values and rules, with clear expectations for the end of a student’s time of schooling, are considered important.

Curriculum

Personal Development, Health and Physical Education (PDHPE)

Background

A voluntary survey, and student discussion forum, was used to gather and analyse responses. As a new school, with establishing resources and programs, initial feedback was sought to the effectiveness of this curriculum area.

Findings and conclusions

Students and parents expressed satisfaction to the Physical Education strand.

Satisfaction in the following areas was indicated – a positive physical environment; a well-resourced school contributing to quality teaching and learning programs; high student engagement and enjoyment to physical activity opportunities; and, opportunities to participate in events with students from other schools.

Future directions

It was highlighted that as the school grows, increased opportunities in this curriculum area will be possible.

Many of the responses were directed towards only one strand of this curriculum area. Clear and consistent information dissemination (through the newsletter and at meetings and forums) to communicate curriculum areas, requirements, resources and programs is needed.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Parents were invited to submit responses through written surveys. Teachers and students participated in a discussion forum, with a number of focus questions about what they each liked about the school.

Their responses are presented below.

- A new school - starting at the beginning together, will grow together, a vision that is promising, traditions being forged over time.
- Teachers and teaching – help and support to learning, individual attention to students, students making improvements, a variety of fun and engaging learning opportunities.
- Attitude – friendly, close, welcoming, inclusive, new friends, good communication.
- Environment – safe, comfortable, new facilities and equipment, playground space.
- School rules – problems are dealt with quickly and with care.
Overall, high parent, student and teacher satisfaction was expressed. Enthusiasm and pride in being part of the foundation population of the school is evident. The inclusive environment and varied opportunities are also appreciated.

Professional learning

All staff – teaching and school support staff – were involved in training and development activities in 2009.

Staff participated in the following professional learning experiences –

- Participation in Staff Development Days in terms one, two and four.
- Participation in Non-violent Crisis Intervention (NCI) training.
- Cowpasture Community of Schools – showcase visits to local schools each term, and a combined Staff Development Day in term three.
- Health care – epilepsy, asthma and anaphylaxis awareness training; health care procedures update; and CPR / Emergency Care training for all staff.
- Autism – awareness training by Regional Autism Outreach Teacher for all staff, and an online training course for Support Unit staff.
- Curriculum – Targeting Early Numeracy (TEN) Intervention Program, Best Start, Ralph Pirozzo and Teacher Librarian professional learning opportunities for individual teachers.
- Attendance at Network Meeting each term by Support Teacher Learning Assistance (STLA).
- Information Communication Technology (ICT) – computer coordinator attended regional professional learning days, Regional Technology Advisor and computer coordinator provided staff support and up-skilling on a regular basis.
- Principal conferences, including South Western Sydney Regional Conferences and State Conference.

The total school budget spent on Professional Learning was $4002.34 with the average expenditure per staff member being $300.

School development 2009 – 2011

Middleton Grange Public School is committed to providing varied and stimulating programs targeted at the point of need. Students will achieve positive learning outcomes through quality teaching, and will be equipped for their future learning.

2009 to 2011 priority areas are – Literacy, Numeracy, and Student Attendance and Engagement.

Targets for 2010

2010 strategic directions include –

- Improve student outcomes in literacy and numeracy.
- Improve student engagement, including through teaching with technology.

Target 1

Improve student outcomes in literacy.

Strategies to achieve this target include:

- Implement Best Start.
- Implement whole school approach to assessment strategies, including regular benchmarking of students in reading and spelling.
- Develop a school tracking system and regularly collect student growth data.
- Maintain daily guided reading and writing sessions.
- Build purposeful teacher resources to support literacy teaching.
- Implement purposeful professional learning programs.
- Build literacy partnerships between home and school through workshops and the home reading program.

Our success will be measured by:

- 100% of Year 3 and Year 5 students are performing at or above minimum standards.
- Best Start Early Learning Plans implemented.
- Relevant resources available and being used.
- Classroom practice demonstrates Quality Teaching elements embedded within teaching and learning programs.
### Target 2

**Improve student outcomes in numeracy.**

**Strategies to achieve this target include:**

- Implement Best Start and Targeting Early Numeracy (TEN) Intervention Program.
- Implement whole school approach to assessment strategies, including Count Me In Too (CMIT) and Counting On.
- Develop school scope and sequences.
- Build purposeful teacher resources to support numeracy teaching, including CMIT resources.
- Implement purposeful professional learning programs.

**Our success will be measured by:**

- 100% of Year 3 and Year 5 students are performing at or above minimum standards.
- Best Start and TEN Early Learning Plans implemented.
- Relevant resources available and being used.
- Classroom practice demonstrates Quality Teaching elements embedded within teaching and learning programs.

### Target 3

**Increase student engagement and attendance.**

**Strategies to achieve this target include:**

- Utilise ICT to increase student engagement.
- Implement purposeful professional learning programs to ensure staff are confident in teaching ICT.
- Maintain student wellbeing practices.
- Build attendance partnerships between home and school.

**Our success will be measured by:**

- Teachers are embedding ICT in teaching and learning programs on a regular basis.
- Student attendance is increased by 1% on 2009 data.

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**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.

Hallie-Ann Baxter  Principal  
Rachel Beard  School Admin Manager  
Sarah Ings  Teacher  
Carla Buscaino  Teacher  
Lorraine Husarek  Teacher Librarian  
Daniel Alorbi  Student Representative

**School contact information**

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Web:  
http://www.middletongr-p.schools.nsw.edu.au  
School Code: 4647

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: