Middleton Grange Public School
Annual School Report

2012
Our school at a glance

Middleton Grange Public School, its students and staff are proud advocates for public education. We are committed to providing a safe and happy learning environment that fosters interdependence and a sense of hope.

The school (opened in 2009) is part of the New Schools Public Private Partnership Program. The partnership required the private consortium to finance, design and construct the school on the Department of Education and Communities’ owned land. The private consortium will now maintain the school for the next 25 years.

We have founded on proud Aboriginal and Australian history and achievement, particularly in the area of aviation.

We regularly acknowledge and celebrate the achievement and effort of all students. The school’s well-being and discipline policy engenders pride, is based on the core values of NSW Public Schools, and encourages students to be safe and respectful learners and citizens.

Middleton Grange Public School is a proud and active member of the Cowpasture Community of Schools, along with seven other local schools (Austral, Badgerys Creek, Bringelly, Horsley Park, Kemps Creek, Leppington, Rossmore Public Schools). These schools work together to provide support and greater diversity of opportunities for students and staff. Shared activities across the community of schools include performing arts and sports events, student leadership activities and combined teacher professional development.

Students

The school has five mainstream classes and three special education support classes.

Diversity of cultural heritage is acknowledged and respected. 1.47% of the student population is Aboriginal and Torres Strait Islander, and 58.96% of students enrolled come from a language background other than English (composed of 25 language backgrounds).

In 2012, Middleton Grange Public School had a total enrolment of 138 students representing 105 families.

Staff

All staff are enthusiastic, experienced and committed to ensuring positive learning outcomes for all students through quality teaching, and for our students to be equipped for their future learning.

Comprehensive programs in literacy, numeracy, technology, the arts and the environment form an integral part of the teaching and learning cycle. Varied cultural and sporting endeavours are also a feature of the school.

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

Messages

Principal’s message

It is important to say thank you. I feel incredibly lucky to share my days here at Middleton Grange Public School with each of our students, community of family and friends, and staff. Our school is an exciting and excellent place for learning.

I thank our 2012 students for being safe, respectful learners and for caring deeply about learning, each other and our environment. Our students are the reason we arrive here each day with smiles and they are the reason for our ongoing wonder.

I thank our parents and caregivers for entrusting your children to our care each day. Please know that we are planting seeds of learning to last your child a lifetime. Thank you for sharing the public education journey with us. Your ongoing active and positive support to our school is sincerely valued and appreciated and you are integral to all that we do.

As teachers we have an obligation to equip our students with the skills and knowledge they need as 21st century learners: to be creative, to be critical thinkers, to be effective communicators and to be collaborative. Every single teacher and school administrative and support staff here at our school inspire our students to discover a world where anything is possible. It is both challenging and rewarding work. I deeply and gratefully acknowledge the staff for their professionalism, hard work and commitment to student learning.
In Education Week this year a special song was written by two students called *Creating Our Future*, the ongoing theme of public education. The song had an important line about learning as a community of students, families and staff alongside each other: “We’re here to help you dream”.

I look forward to continuing to share the wonder of learning with each of you, as together we dream and create the future.

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.

Hallie-Ann Baxter, Principal

**P & C and/or School Council message**

No formal P&C or School Council exists as yet.

Our parents and caregivers continue to be active and inclusive members of our school’s community.

We recognise and value the vital partnership between home and school in achieving growth and development for all individuals.

A P&C will be established as the school population grows.

**Student representative’s message**

This year we have had many highlights. It certainly has been a busy year for all of Year 6! Camp is something we all loved. We also liked spending time with friends and making great memories. The Cowpasture Community of Schools Concert was another highlight; we loved playing our instruments to the music and we were so proud of all of us as a school. Another highlight was going to Gala Days where we won lots of our games. We were so proud to represent our school at Zone carnivals this year, too. Our Year 6 Fun Night with Movie Night was a great way for us to raise money and we had lots of fun at the same time. We have all enjoyed taking on our leadership roles this year and feel that we have grown and matured into more positive role models for others.

Year 6 have each learnt something from being students here at Middleton Grange Public School and feel proud of ourselves for learning new things and for how we work with others. We know that diversity is an essential key in life and we respect other people no matter their culture or nature. We have become braver people who are more confident and believe in ourselves.

Middleton Grange Public School has taught us to have courage, hope, strength and confidence. We are proud to have achieved so many goals thanks to staff and students helping us along the way. We have had so many fantastic times this year with classmates, friends and teachers; these are times we will not soon forget. Something we will all do is take lots of happy memories with us to high school!

**Year 6 Leadership Team, 2012**

**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**

The school opened in 2009 and is establishing within a new suburb, with significant development still to occur. Enrolment numbers will continue to increase each year, particularly in the infants area. It is anticipated that the future total school population will exceed 500 students.

A balance between male and female enrolments continues.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>25</td>
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<td>35</td>
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<table>
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<td>2011</td>
<td>300</td>
</tr>
<tr>
<td>2012</td>
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**Students**

<table>
<thead>
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<th>Year</th>
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<th>Female</th>
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</tr>
<tr>
<td>2012</td>
<td>400</td>
<td>0</td>
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</table>
Student attendance profile

Our school’s attendance profile is displayed in the following table and graph.

Our overall attendance from last year to this year has remained at a similar rate. Improving student attendance is an ongoing focus.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
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<td>89.5</td>
<td>95.2</td>
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<td>96.6</td>
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<tr>
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<td>na</td>
<td>94.5</td>
<td>95.2</td>
<td>93.8</td>
<td></td>
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<tr>
<td>Total</td>
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<td>90.7</td>
<td>92.8</td>
<td>94.6</td>
<td>94.4</td>
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</table>

Management of non-attendance

Middleton Grange Public School regularly monitors the attendance of our students.

Non-attendance is managed by the school in the following ways:

- Regular information regarding legal attendance requirements is communicated to parents/ caregivers at orientation and information events, as well as through the newsletter.
- Quality and engaging programs of learning in all curriculum areas is provided to promote regular attendance.
- Our school rule of “Be Respectful” is linked to attendance through merit certificates.
- The HSLO monitors attendance on a regular basis throughout the year. Contact and referral to the Home School Liaison Officer (HSLO) occurs, when required. The HSLO also presents attendance requirements and information during the school’s Kindergarten Transition program.
- Parents/ caregivers are contacted when an explanation for absence has not been received.
- School procedures are in place to manage partial absences, including parent contact to discuss reasons.
- Parents are educated on the social and academic benefits of regular attendance.

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 had an allocation of 11.204 teaching positions in 2012.

0.2 equates to one day per week, and indicates a part-time position.

A mainstream Assistant Principal position was established in 2012. In addition to an Assistant Principal Support there are now two executive positions (both with a fulltime teaching load), in addition to the Principal.

The teaching staff was supported by a full-time School Administrative Manager and a part-time School Administrative Officer. Four School Learning Support Officers work with students in the Support Unit. A further allocation for administrative support (0.3) was received through Unique and Emergency Allocation and New and Developing Schools Allocation. This entitlement was directed to the Library, providing additional administration support to our Teacher Librarian.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. According to available information, there were no Indigenous staff members employed at Middleton Grange Public School in 2012.
Staff retention

The 2012 teaching staff was retained from 2011, with an increase in teaching staff for the establishment of an additional mainstream class and the introduction of the Reading Recovery program at 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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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</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>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>9,545.80</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>363,309.89</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 26,427.02
- Excursions: 11,403.27
- Extracurricular dissections: 27,216.16
- Library: 10,239.53
- Training & development: 5,269.47
- Tied funds: 97,262.93
- Casual relief teachers: 32,173.21
- Administration & office: 52,028.71
- School-operated canteen: 0.00
- Utilities: 5,397.25
- Maintenance: 0.00
- Trust accounts: 10,212.52
- Capital programs: 13,979.92
- Total expenditure: 291,609.99

Balance carried forward: 71,699.90

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

Middleton Grange Public School proudly offers a comprehensive, balanced and engaging curriculum through the provision of quality learning experiences and opportunities that cater for all students’ academic, creative, sporting and cultural development.

Achievements

Arts

The Arts form an integral component of the learning and teaching programs at Middleton Grange Public School. Creative and Practical Arts programs in the areas of music, visual arts, dance and drama were regularly implemented in 2012 for students to develop and enrich skills in the areas of appreciation, performance abilities and artistic techniques.

- Students enthusiastically viewed a presentation by well-known children’s author and illustrator, Aaron Blabey. In 2012 – The National Year of Reading – Aaron had the honour of being the joint National Literacy Ambassador. Aaron lectures at a prominent Sydney design college and regularly visits schools talking to kids about books. He tells us that he spent his youth as an actor, winning an AFI Award for Best Actor along the way. He has a lazy eye, two little boys and a very short wife!

- Students participated in a five-week dance program, delivered by Footsteps Dance Company. A variety of dance styles appropriate to each age group were taught, including traditional (partner dancing) and modern (hip hop).

- The third Cowpasture Community of Schools’ Concert offered another wonderful opportunity to perform on a big stage in front of a large audience at Club Marconi. Over 100 of our students from kindergarten to year six presented a whole school percussion piece. Our item was composed and conducted by Miss Turrin and we used body percussion, tuned and untuned percussion instruments to “raise the roof”! The students were proudly congratulated by many family and staff, and other school members in the audience.
• Students as part of a class group, performed short musical or drama items at school events including assemblies.

• Students attended a *Musica Viva in Schools* concert “1000 Years of Song” performed by Song Company. This performance is the culmination of a musical unit done in the classroom. Song Company is Australia’s leading vocal ensemble and embraces music from around the world and across the ages. It is a group of six full-time professional singers. The *Musica Viva in Schools* program presents live, high quality music to students.

**Sport**

Sport has a high profile at Middleton Grange Public School. Throughout 2012, students were provided with the following opportunities, experiences and programs:

• Weekly physical education lessons and daily fitness activities to develop a range of skills, including games skills.

• The Active After-school Communities Program, funded by the Federal Government, provided students (for the fourth year) with access to twice-weekly (for seven weeks each term) access to free, structured physical activity programs. Each session concluded with a healthy afternoon tea. Students had access to qualified coaches and program deliverers, and developed skills in fitness, dance, aerobics, cricket, basketball and cycling. The program continues to be well supported by many students and this worthwhile initiative will return in 2013.

• All students participated in our school Cross Country and Athletics carnivals. Students received house points for place-getting, participation, sportsmanship and house pride. At our Presentation Assembly, a trophy for the overall Winning House was presented to Bird Walton House.

• Three students represented at the District Swimming Carnival, eighteen students represented at the Green Valley PSSA Athletics Carnival and two students represented at the Area Athletics Carnival, ten students represented at the Green Valley PSSA Cross Country Carnival and one student represented at the State Cross Country Carnival. This state representation is a first for the school! Our achievements in sport beyond the school continue to increase. All students represented Middleton Grange Public School with pride.

• Two Cowpasture Community of Schools’ Gala Sports Days were held in 2012. Kindergarten to year two students participated in age-appropriate, fun activities with other infants students. Students from years three to six competed in a round-robin competition in netball, Oz Tag and newcombeball. Our junior and senior teams displayed improved skills and sportsmanship.

• A qualified gymnastics coach returned to the school to deliver weekly gymnastics lessons throughout term four. Students were able to use a variety of apparatus and equipment to strengthen muscles, and improve flexibility and movement; with a focus on balance and control.

**Other**

**Premiers Reading Challenge**

In 2012 we continued our proud involvement with the Premiers Reading Challenge. 120 of our students from kindergarten to year six completed the Challenge, with the Premier providing a special certificate for each of these students. This was presented at our annual Presentation Assembly. In addition, 36 students received a Gold Certificate, for four consecutive years of successful completion. This is a significant increase from last year, and a well-deserved recognition.

**Debating**

In 2012, eight students from years five and six participated in an inter-school Debating Competition. Our school hosted an intensive workshop day where students from all participating schools learnt about the different speaker roles of debating. Students were supported to develop new skills in effective brainstorming, use of a team line, and effective rebuttals; as well as effective public speaking skills. All students were able to practice these skills during the debating competition and were rewarded with participation certificates at a Recognition Assembly at Greenway Park Public School.
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)

The reporting of information must be consistent with privacy and personal information policies. Where there are small student cohorts, representation of student performance must ensure that due consideration is given to privacy and personal information policies.

Reading – NAPLAN Year 3

In 2012, ten students in Year 3 sat the NAPLAN in reading. All parents have been advised of their child’s achievement.

Due to the small student cohort, percentages are not reported. Trend data indicates we are performing below State level in reading in Year 3.

Numeracy – NAPLAN Year 3

In 2012, ten students in Year 3 sat the NAPLAN in numeracy. All parents have been advised of their child’s achievement.

Due to the small student cohort, percentages are not reported. Trend data indicates we are performing below State level in numeracy in Year 3.

Reading – NAPLAN Year 5

In 2012, six students in Year 5 sat the NAPLAN in reading. All parents have been advised of their child’s achievement.

Due to the small student cohort, percentages are not reported. Trend data indicates we are performing below State level in reading in Year 5.

Numeracy – NAPLAN Year 5

In 2012, six students in Year 5 sat the NAPLAN in numeracy. All parents have been advised of their child’s achievement.

Due to the small student cohort, percentages are not reported. Trend data indicates we are performing below State level in numeracy in Year 5.

Progress in reading

Growth data indicates that matched students from Year 3 (2010) to Year 5 (2012) have average progress in reading well above State level.

Progress in numeracy

Growth data indicates that matched students from Year 3 (2010) to Year 5 (2012) have average progress in numeracy well above State level.

Significant programs and initiatives

Aboriginal education

Aboriginal Education remains a key commitment at Middleton Grange Public School. All students are exposed to Aboriginal history and culture, and current Aboriginal Australia.

Middleton Grange has a small cohort of Aboriginal students which reflected 1.47% of our total student population. Each student has a personalised learning plan which was developed between student, parent and school.

In 2012, the Teacher Librarian initiated and led the design and building of a Dreaming Garden outdoor learnscape; an Indigenous garden with a bushtucker aspect. We were granted a $5000 Greens Grant from Liverpool City Council for this project. We now have a 55-metre long serpent-shaped garden between two classroom blocks. It is filled with native plants, many of which a group of Dreaming Rangers (students selected from each class) researched and found are edible. This group of Dreaming Rangers went to Australian Botanic Gardens at Mount Annan and tasted, touched and examined the plants that we chose to use in the garden; with Education Officer Alan Powell as our knowledgeable guide. The garden has been filled with black, yellow and red woodchip in the colour of the Aboriginal flag. At the head of the garden sits a massive boulder as the head of the rainbow serpent. We also established a link through one of our parents with an Aboriginal artist who worked with the children over a ten-week period painting visual interpretations of Aboriginal Dreaming stories by Michael J Connolly (Munda-gutta Kulliwar), with thanks to Dreamtime Kullilla-Art.
Each story has approximately twenty, 40x40 cm pavers to tell the visual messages. The students worked in pairs, each creating their own interpretation on their half of a paver. These images were painted with acrylic paint then sealed; all of these products were donated by Derivan Matisse. With thanks to Robert Luc and Don Muri at Davco in Wetherill Park, the pavers have been mounted onto the wall that runs along the length of the Rainbow Serpent, creating a magnificent outdoor learning space. We had an extensive number of parents involved in working bees preparing pavers, creating the ground, turning the soil and mulching the ground. Our school was fortunate in having Bunnings, Crossroads support us in the planting with the students. Our Dreaming Garden was an exceptional community project which culminated in a Smoking Ceremony and Official Opening conducted by Uncle Stephen Williams and Liverpool City Council Mayor. Gandangara Local Aboriginal Land Council were also in attendance. Local Elders wrote an Acknowledgement of Country for our school, which is now proudly a part of our Dreaming Garden:

Middleton Grange Public School respectfully acknowledge the Darug Nation and Cabrogal Clan who for thousands of years have been the custodians of the land that our school is built on. We acknowledge the Gandangara Local Aboriginal Land Council who are the present day caretakers of this land. Aboriginal spirituality is inextricably linked to land; “It’s like picking up a piece of dirt and saying this is where I started and this is where I’ll go. The land is our food, our culture, our spirit and identity.” Our Dreaming Garden symbolises the deep respect our school community holds for Aboriginal people both past and present and the important position Aboriginal people hold in Australian history and modern day society.

The Cowpasture Community of Schools’ combined staff development day in term three provided a workshop presented by Aboriginal artist Kerrie Kenton. The workshop focus was ‘Journey and Identity: Aboriginal Art, Culture and Reconciliation’ and provided staff an Aboriginal perspective on the history of Sydney and the sharing of local and traditional stories. An insight and understanding of Aboriginal Art was also a feature of the workshop.

Middleton Grange Public School hosted the Inaugural Cowpasture Community of Schools’ NAIDOC Gala Day. The Gala Day was a joint initiative between the eight schools to allow all Aboriginal students, a chosen friend and the Public Education Ambassadors to develop a deeper knowledge and understanding of Aboriginal culture through participation in a range of exciting activities throughout the day. Over 80 students from the eight schools were privileged to experience a Smoking Ceremony, engage in Aboriginal Arts and games, reflect on Dreamtime Stories and take a walk through our Dreaming Garden.

The Aboriginal Flag is flown daily at Middleton Grange Public School.

‘Acknowledgement of Country’ is observed at all school assemblies and events.

Multicultural education

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

Quality and engaging teaching and learning programs provide students with multicultural and cross-cultural perspectives and understandings.

Our school’s Discipline Policy includes clear expectations of racism and discrimination-free working and learning environments. An incident of racism or discrimination will be immediately referred to the anti-racism contact officer.

An annual Harmony Day was successfully held on March 21 with our Grandparents to celebrate and promote the benefits of cultural diversity. Students and staff wore traditional cultural dress or orange (the colour used to symbolise harmony). Students shared many fun activities with their grandparent to promote respect, fairness and a sense of belonging for everyone.
Other programs

Student Leadership
In 2012, our school’s third School Leadership Team undertook their responsibilities with pride and commitment. Each Year Six student held an individual leadership role within the school in the following areas: communication, conservation, the environment, finance, health and safety, sport, technology and welfare.

Our School Captain, Vice-Captain and Public Education Ambassador attended the Halogen Foundation’s Young Leader’s Day. The focus of the day was on leadership skills, qualities and values.

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. During 2012, Middleton Grange Public School continued to be proudly represented by our Public Education Ambassador at both school and regional events.

Programs for students with additional educational needs
The NSW Department of Education and Communities 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.

The students and their families in a Support Class at Middleton Grange Public School are an integral part of our learning community. Each student works towards goals identified in their Individual Education Program.

A financial grant from the Gary Walden Trust, an organisation supporting students with special needs in the South Western Sydney Region, enabled our Support Unit students to continue to participate in a regular community access and travel training program on a bus throughout the year. The students visited a local playground, a Council Library for craft and storytelling with the Children’s Librarian, and Calmsley Hill Farm.

Progress on 2012 targets
In 2012, there were three targets set for improvement. These targets were in the areas of literacy, numeracy and student engagement and attendance.

Target 1: Literacy
- Quality teaching and learning resulting in increased levels of literacy achievement for all students.
- Data and feedback informs programming and planning for all students in literacy.

Our achievements include:
- Growth of matched students from Year 3 (2010) to Year 5 (2012) in reading and grammar and punctuation was well above State level. Average progress of matched students in spelling was also slightly above State level.
- The proportion of Year 3 students in the higher bands of 5 and 6 in reading and grammar and punctuation increased.
- The target of 60% of all Kindergarten students achieving cluster 4 for each critical aspect on the Literacy Continuum was met.
- Student learning and development was monitored regularly each term using the K-6 Literacy Continuum.
- Student learning achievement was updated on the annual school tracking system.
- Differentiated learning opportunities were provided, with remedial and extension support in place monitored by the Learning Support Team.
- The Reading Recovery Program was successfully introduced at Middleton Grange Public School and eligible year 1 students all achieved reading improvement.
- Staff engaged in sustained professional learning to improve literacy outcomes for students. Reflective and analytical professional conversation each term enhanced teaching practice.
- Ongoing implementation of Best Start Early Learning Plans supported the provision of focused, balanced and explicit learning and teaching programs for all students from...
Kindergarten to year two and enabled the changing individual point of need for students to be met.

- The Focus on Reading Program was completed by five staff members and two new staff were provided with timely professional learning to orient and develop Focus on Reading skills and understandings.

**Target 2: Numeracy**

- Quality teaching and learning resulting in increased levels of numeracy achievement for all students.
- Data and feedback informs programming and planning for all students in numeracy.

Our achievements include:

- Growth of matched students from Year 3 (2010) to Year 5 (2012) in numeracy was well above State level.
- The target of 60% of all Kindergarten students achieving perceptual level for Early Arithmetical Strategies was met.
- Student learning and development was monitored regularly each term, including using the K-10 Numeracy Continuum.
- Student learning achievement was updated on the annual school tracking system.
- Differentiated learning opportunities were provided, with remedial and extension support in place monitored by the Learning Support Team.
- Staff engaged in reflective and analytical professional conversation each term.
- Ongoing implementation of Best Start Early Learning Plans supported the provision of focused, balanced and explicit learning and teaching programs for all students from Kindergarten to year two and enabled the changing individual point of need for students to be met.
- Hands-on mathematics lessons were provided in all classes.
- The Count Me In Too (CMIT) program across Kindergarten to year 2 was maintained and the numeracy needs of stages two and three students continued to be identified through the Counting On program.

**Target 3: Student engagement and attendance**

- Improved student engagement across the school through quality teaching and learning that embeds innovative use of information and communication technologies.
- Enhanced wellbeing of our students.
- An environment that encourages and supports safe, respectful learners enabling students to succeed and receive recognition.
- Student attendance reflected through enhanced levels of student engagement.

Our achievements include:

- Comprehensive, consistent and proactive intervention strategies were implemented to focus on student wellbeing. The language and elements of Restorative Justice were incorporated.
- Student attendance was maintained, based on 2011 data.
- Every student received recognition through the school’s award/reward system.
- Quality Teaching in NSW Public Schools elements was evident in teaching and learning programs.
- Existing information and communication technologies equipment, hardware and software were included in teaching and learning programs to heighten student engagement.
- The link between punctual attendance and student engagement is recognised. School attendance procedures to monitor and follow up student absences were maintained, with the Home School Liaison Officer supporting families and students, where appropriate.
- The Learning Support Team met weekly and students with identified welfare, learning or behaviour needs were provided with individual targeted support.
- A comprehensive, ten-week Kindergarten Transition Program was implemented in conjunction with The Benevolent Society. Home-school partnerships were enhanced and increased school readiness was promoted.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of reading comprehension, mathematical language, the school’s welfare system, and homework.

Reading Comprehension

Background

In 2012, Middleton Grange Public School undertook rigorous self-evaluation in the area of reading comprehension. The opinions of all key stakeholders were sought. Parents, staff and students were involved in focus groups in order to gather responses from the whole school community. Students, parents and staff responded to a series of questions that strongly emphasised the level of understanding by students of what has been read.

Findings and conclusions

- All stakeholders agreed that forums provide an excellent opportunity to voice opinions and provide feedback about student learning to guide future directions.
- Students believe they have access to a range or purposeful texts to support their reading development.
- In numeracy, to address confusion students simply ask the teacher. However, when reading students could describe more than one strategy of ways they seek help when they don’t understand something they are reading.
- Students in stage 2 identified that they have access to explicit visual supports in their classrooms about the “Super 6” comprehension strategies to assist their understanding.
- Some respondents felt that the comprehension focus needed to be on the real world (including technologies and social applications), rather than solely on students learning how to decode words.
- Parents expressed that they were unsure of school expectations in regard to appropriate achievement of their children. Parents commented that they were using their child’s homework as the indicator of achievement. However, parents stated they had confidence in staff and school processes. Explicit communication and feedback about progress between home and school is an area for improvement.
- Parents commented that their children spoke about books they were reading at home, and they had better knowledge being shared from their children about literacy development than maths learning.
- Some staff felt more comfortable using the language from the Focus on Reading program. A consistent application of language across the school is needed.
- All respondents felt that reading was an avenue to develop higher order thinking skills.

Future directions

- Provide parents with strategies (not just activities) for supporting their children at home to understand deeply what they have read. Information will be offered regularly in a variety of ways, including the website, newsletter and at information sessions and workshops.
- Develop feedback strategies to promote clear communication between students and parents, and school and home, about reading programs and development.
- Continued acquisition of meaningful and relevant reading resources will be an ongoing commitment.
- Provide timely professional learning for new staff about Focus on Reading strategies to ensure consistent implementation across all classes, as part of balanced and explicit teaching and learning programs.
- All staff will continue to participate in targeted professional learning and engage in sustained reflective and analytical professional conversation about reading comprehension.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their overwhelmingly positive responses are presented below.

- All key stakeholders commented about the genuinely caring and nurturing relationships between students, parents and caregivers, and staff.
- Excellence in teaching and high expectations is seen as features of the quality learning programs within the school.
- Students and parents appreciate the personalised support and encouragement provided to every student for their academic and social needs.
- Parents expressed that values of respect, inclusion and safety were highly evident and consistent, and directly contributed to their child’s positive development.
- The school is described as well-disciplined and cooperative.
- Communication and school promotion is seen as open.
- Parents view the school as an integral part of the local community.
- Staff and Principal are described as energetic, enthusiastic, motivated, patient, helpful and approachable.
- Some respondents expressed questions about homework delivery and about there being no Canteen at the school.
- Students and parents are thankful that the school offers many and varied opportunities for students.
- The new school facilities were complimented in providing a comfortable and safe learning and play environment.

The major areas of satisfaction are teaching and learning, the environment and the staff. There is significantly high happiness, appreciation and pride for Middleton Grange Public School expressed by students, parents and teachers. All members of the community have no hesitation in recommending this school.

Professional learning

All teaching and school support staff were involved in comprehensive professional learning throughout 2012.

The total school budget spent on professional learning (from combined teacher professional learning funds and school budget) was $12,927 with the average expenditure per staff member being $923.

In 2012, there were no new scheme teachers working towards accreditation. Four teachers are maintaining accreditation at Middleton Grange Public School.

Professional learning experiences included:

- Participation in five staff development days, with professional learning sessions aligned directly to school or Community of Schools’ targets.
- All staff attended the annual combined schools’ staff development day in term three, comprising 100 participants from the eight schools in the Cowpasture Community of Schools. The professional learning sessions were directly linked to Community of Schools’ targets, with all staff attending keynotes and workshops across topics including: engagement, differentiation in mathematics tasks, supporting students participate in learning from an Occupational Therapy perspective, drama, Aboriginal Art and writing from an author’s perspective.
- Bonnyrigg Heights Public School is a Centre for Excellence (C4E) and Middleton Grange Public School continued to be a Spoke School in 2012. We received support from their Highly Accomplished Teacher (HAT) in the areas of support to aspiring school leaders, effective assessment and planning in ESL Education, and supporting students with speech difficulties. Further, five staff attended a professional learning day on Mathematics, presented by Dr Catherine Attard, lecturer at the University of Western Sydney.
- Attendance by the Computer Coordinator at the annual ICT conference. Support was also provided by the Regional Technology Advisor.
• A staff member commenced the two-year training to become an accredited Reading Recovery Teacher. Reading Recovery is a beneficial program that provides individualised, strategic support to students who require extra help in reading and writing. It is an opportunity only available to Year One students. This program is designed to build and further develop the skills and knowledge students already possess through daily lessons for a period of ten to twenty weeks. This comprehensive professional learning will continue in 2013.

• The Focus on Reading Program was completed by five staff members. Capacity to deliver enhanced teaching and learning programs to increase students’ reading comprehension across the school has been an outcome of the sustained, focused teacher professional learning undertaken across two years, 2011-2012. Further, support was provided to two new staff members by the Focus on Reading regional facilitator to introduce them to language of the “Super 6” comprehension strategies.

• Support was provided by the Literacy and Numeracy Leader for Hoxton and the regional Literacy and Numeracy Leader for Special Education to increase Best Start and Early Literacy and Numeracy Continuum knowledge and implementation by all teachers from Kindergarten to Year 2. A coaching model of support was provided.

• Completion of the Team Leadership for School Improvement (TLSI) program by six staff members. TLSI was a two-year professional learning program delivered collegially across the Cowpasture Community of Schools. The focus area of leadership of school improvement contributed significantly to the school evaluation process undertaken at Middleton Grange Public School.

• Emergency Care and CPR, and Emergency and Evacuation Procedures, updates were undertaken by all school personnel.

• The Principal attended professional learning and leadership opportunities, including the South Western Sydney Regional Conferences (with a focus on moving from transition to transformation) and the Primary Principal’s Association’s State and Liverpool conferences.

• A staff member continued as the Region’s small schools’ representative for the Curriculum Collaborations Project and supported staff in an implementation trial of the NSW Board of Studies Science Syllabus. This project will continue into 2013.

• Support Unit teaching staff attended the annual regional Special Education Conference, with a focus on supporting and developing students with disabilities and complex learning needs.

• Participation by the school’s Learning Support Team in regional professional learning about Every Student, Every School. Professional learning was aligned to the school’s targets of literacy, numeracy, engagement and quality teaching, and all staff valued the professional learning opportunities in 2012.

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: Literacy

Outcome for 2012–2014

• Quality teaching and learning resulting in increased levels of literacy achievement for all students.

• Data and feedback informs programming and planning for all students in literacy.

2013 Targets to achieve this outcome include:

• 60% of year 3 students achieving at or above band 3 in reading and writing.

• 60% of year 5 students achieving at or above band 5 in reading and writing.

• Maintain average progress in reading between year 3 and 5 comparable to State average.
70% of all Kindergarten students achieving end of Early Stage One outcomes for each critical aspect on the Literacy Continuum.

**Strategies to achieve these targets include:**
- Identify and monitor student learning needs regularly through the Learning Support Team and stage teams.
- Implement a flexible timetable of support by the Learning and Support Teachers.
- Continue to update student learning achievement on the school tracking system annually.
- Explicitly cater and document for differentiated learning opportunities within programs.
- Develop and embed rich assessment tasks into teaching and learning practice.
- Continue to purchase appropriate resources to support teaching and learning programs.
- Provide training in the use of data (SMART, Best Start) to analyse student and whole school performance and inform planning.
- Develop meaningful feedback processes for students and parents regarding learning and development.
- All staff participate in targeted professional learning aligned to school targets and engage in sustained reflective and analytical professional conversation each term.
- Provide timely professional development for new staff in the areas of Best Start and Focus on Reading programs.
- Provide regular information about literacy for parents; including workshops and through the newsletter.
- Continue to identify year 1 students eligible for the Reading Recovery Program.

**School priority 2: Numeracy**

**Outcome for 2012–2014**
- Quality teaching and learning resulting in increased levels of numeracy achievement for all students.
- Data and feedback informs programming and planning for all students in numeracy.

**2013 Targets to achieve this outcome include:**
- 60% of year 3 students achieving at or above band 3 in numeracy.
- 60% of year 5 students achieving at or above band 5 in numeracy.
- Maintain average progress in numeracy between year 3 and 5 comparable to State average.
- 70% of all Kindergarten students achieving perceptual level for Early Arithmetical Strategies.

**Strategies to achieve these targets include:**
- Identify and monitor student learning needs regularly through the Learning Support Team and stage teams.
- Implement a flexible timetable of support by the Learning and Support Teachers.
- Continue to update student learning achievement on the school tracking system annually.
- Explicitly cater and document for differentiated learning opportunities within programs.
- Develop and embed rich assessment tasks into teaching and learning practice.
- Implement vocabulary-rich mathematics lessons.
- Continue to purchase appropriate resources to support teaching and learning programs.
- Provide training in the use of data (SMART, Best Start) to analyse student and whole school performance and inform planning.
- Develop meaningful feedback processes for students and parents regarding learning and development.
• All staff participate in targeted professional learning aligned to school targets and engage in sustained reflective and analytical professional conversation each term.

• Provide timely professional development for new staff in the areas of Best Start, Count Me In Too, Counting On and Targeting Early Numeracy (TEN) programs.

• Provide regular information about numeracy for parents; including workshops and through the newsletter.

School priority 3: Student Engagement and Attendance

Outcome for 2012–2014

• Improved student engagement across the school through quality teaching and learning that embeds innovative use of information and communication technologies.

• Enhanced wellbeing of our students through an environment that encourages and supports safe, respectful learners enabling students to succeed and receive recognition.

• Student attendance reflected through enhanced levels of student engagement.

2013 Targets to achieve this outcome include:

• Teachers embed innovative use of information and communication technologies in Science.

• Comprehensive, systematic and proactive intervention strategies implemented focused on student wellbeing.

• Student attendance increased by 1% based on 2012 data.

• Every student receives recognition through the schools award/reward system.

Strategies to achieve these targets include:

• Continue to maintain the implementation of consistent and proactive whole school welfare and wellbeing programs.

• Implement restorative circles in classrooms to provide the language and skills that support and enhance student wellbeing.

• Improve staff skills, knowledge and understanding in innovative information and communication technologies use through strategic and comprehensive professional learning; and embed information and communication technologies in Science to heighten student engagement.

• Continue to provide opportunities to celebrate and recognise student attainment through a consistent and sustainable reward system across the school.

• Implement as part of the school based reward system, recognition of attendance and punctuality.

• Maintain school attendance procedures to follow up unexplained (whole/partial) absences.

• Utilise student, parent and student feedback forums to guide welfare and teaching and learning programs.

• Maintain an extended Kindergarten Transition Program throughout term 4 that enhances home-school partnerships and promotes increased school readiness.
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
Cara Davidson  Assistant Principal
Sarah Ings  Teacher
Lorraine Husarek  Teacher Librarian
Rebecca Murray  Teacher
Bianca Turrin  Teacher
Fiona Filippi  Teacher
Rachel Beard  School Admin Manager
Yr 6 Leadership Team  Student Representatives

School contact information

Middleton Grange Public School
50 Hall Circuit, Middleton Grange, NSW 2171
(PO Box 693, Hoxton Park, NSW 2171)
Ph: 02 9607 9661
Fax: 02 9607 3669
Email: middletongr-p.school@det.nsw.edu.au
Web: www.middletongr-p.schools.nsw.edu.au
School Code: 4647

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