Middleton Grange Public School

Annual School Report

2011
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.

Students

The school currently has four mainstream classes and three special education support classes.

Diversity of cultural heritage is acknowledged and respected. 3.54% of the student population is Aboriginal and Torres Strait Islander, and approximately 50% of students enrolled come from a language background other than English (comprised of 20 language backgrounds).

In 2011, Middleton Grange Public School had a total enrolment of 114 students representing 89 families.

Staff

All staff are enthusiastic, experienced and dedicated. We are 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

The theme for Education Week in 2011 was “NSW Public Schools – Creating The Future.” It is a theme that resonates for all of us who teach. This is my eighteenth year in the public education system and I am still very proud to be public! I am especially proud to be here with you all at Middleton Grange Public School.

In my fourth year of teaching I visited Arlington Cemetery at Washington DC, America. It was here that I was first introduced to Christa McAuliffe. Christa was a member of the Challenger Space Craft. She was an American Teacher and was part of the mission that was taking civilians into space for the first time. Tragically, the Challenger crashed and all on board lost their lives. Arlington Cemetery has honoured the members of this mission with a memorial. Christa McAuliffe’s memorial has engraved the following quote: “I touch the future – I teach”.

As teachers this is the daily privilege we all enjoy. We have the opportunity to awaken curiosity, kindle learning, build care, discover truth and excite hope. Our children are our future and they are the messages we will send to a time that we may never see.

My heartfelt thanks are extended to our 2011 staff for making the individual difference every day.

In 1880 Henry Parkes passed the Public Instruction Act in the NSW parliament which created a statewide system of public schools offering quality education. His vision - for all students to sit ‘side by side’ and have equal access to education - remains the foundation of NSW public schools.

Our school logo is a lovely representation of this foundation of public education. Our jigsaw represents our commitment to inclusive, nurturing, quality learning. We are privileged to sit side by side with diversity and share our days with unique individuals.
We also acknowledge and sincerely thank our parents, caregivers and community for entrusting your children to our care. Together we are sharing and shaping the future; and what lovely messages we are creating!

As our school grows in 2011 and beyond, and we continue to welcome new students, families and staff to our community, I look forward to us also continuing to grow together in wonder and in wisdom. Thank you for sharing the public education journey with us.

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-Anne Baxter, Principal

P & C and/or School Council message

No formal P&C or School Council yet exists.
Our community is active and inclusive; and continues to recognise and value the vital partnership between home and school in achieving growth and development for all individuals.

We look forward to the establishment of a P&C as the school population grows.

Student representative’s message

We are new students to Middleton Grange Public School in 2011. We love being students here!

- People are so friendly, treat each other nicely and help each other.
- The teachers are really nice and respect us by listening.
- Leadership is encouraged in everyone.
- The sports equipment and outdoor space is awesome.
- The school is still only small and is set out really well. Mr T takes good care of all of our gardens.
- Messages and information are always very clear.

The things we like most about MGPS is learning … and making friends!

Beth Noble, Anna Bathio and Brock Briffa,
Student Representatives

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

Our school’s enrolment profile is displayed by the following table and graph.

The school was established (2009) within a new suburb, with significant development still to occur. Therefore, enrolment numbers will continue to increase each year. It is anticipated that the future total school population will exceed 400 students.

Our enrolment profile for the past twelve months has seen an increase in female student numbers.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>41</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>35</td>
<td>61</td>
</tr>
</tbody>
</table>

Student attendance profile

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

This information shows an increase of 1.8% in overall attendance from last year to this year. In 2011, our overall attendance rate was at Region level and slightly above State level.

Improved student attendance across each grade remains an area of focus and commitment.
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 attendance requirements and information is communicated to parents/caregivers at orientation and information events, as well as through the newsletter each term.
- Quality and engaging programs of learning in all curriculum areas is provided to promote regular attendance.
- Contact and referral to the Home School Liaison Officer (HSLO) occurs, when required. The HSLO monitors attendance on a term basis. The HSLO also presents attendance requirements and information during the school’s Kindergarten Orientation program.
- Parents/caregivers are contacted (verbally or in writing) when an explanation for absence has not been received.
- School procedures are in place to manage partial absences, including parent contact to discuss reasons.

Class sizes

The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>SPITFIRE</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>WIRRAWAY</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KINGFISHER</td>
<td>2</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>KINGFISHER</td>
<td>3</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>MUSTANG</td>
<td>4</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>MUSTANG</td>
<td>5</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>MUSTANG</td>
<td>6</td>
<td>8</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes

The mainstream school population was organised into three class groupings in 2011: kindergarten, year one and two multi-age classes. These classes were organised based on the student population in each grade, in line with staffing procedures.

Teachers have specialised training, experience and knowledge of curriculum to make professional judgements based on stage outcomes (what is expected at a particular stage of development) to plan appropriate cycles of teaching and learning. Every student brings different skills, strengths, knowledge and understandings. Teachers utilise a comprehensive understanding of the learning continuum from Kindergarten to Year 6, and of the stages of development, to cater for all abilities. We also
utilise flexible, fluid groupings for focused instruction at the point of need to allow for development and improvement.

**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>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.512</td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.756</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14.068</strong></td>
</tr>
</tbody>
</table>

Middleton Grange Public School had an allocation of 8.11 teaching positions in 2011.

The fractional staffing components indicate part-time positions where 0.2 equates to one day per week.

An Assistant Principal Support is the only executive position, 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 (0.35) 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 2011.

**Staff retention**

The 2012 teaching staff was retained for 2011, with an increase in teaching staff for the establishment of an additional mainstream class 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>
</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>35 153.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>94 927.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>59 707.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>55 283.25</td>
</tr>
<tr>
<td>Interest</td>
<td>249.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 948.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>253 518.22</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9 224.44</td>
</tr>
<tr>
<td>Excursions</td>
<td>3 651.07</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>22 099.78</td>
</tr>
<tr>
<td>Library</td>
<td>4 090.76</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 454.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55 439.18</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>20 572.13</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>38 742.60</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4 751.47</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 809.92</td>
</tr>
<tr>
<td>Capital programs</td>
<td>20 528.96</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>185 365.17</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>68 153.05</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

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

In 2011, students developed skills and appreciation for the Arts through participation in the following learning opportunities, experiences and programs:

- Creative and Practical Arts learning programs in the areas of music, visual arts, dance and drama were implemented across the year, involving all students from kindergarten to year six. Students developed and enhanced skills in the areas of appreciation, performance abilities and artistic techniques.

- Students enthusiastically viewed a presentation by well-known children’s author, poet and illustrator, Elizabeth Honey and her actor son, Gig. Students learnt about her life as a mother, author, poet and illustrator and were highly engaged by Elizabeth and Gig’s dramatic readings of some of her work. Elizabeth also created a realistic portrait of a kindergarten student, based on audience interaction and suggestions for a possible new book idea. The signed drawing was presented to our school and is now featured on display in our Library.

- 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 hip hop and partner dancing.

- Students were involved in craft lessons during term four as part of our Christmas celebrations. They were able to create gifts including decorations, artwork for a calendar and cooking.

- The second Cowpasture Community of Schools’ Concert in 2011 featured varied, talented performances from students across the eight schools. The concert offered a wonderful opportunity to perform on a big stage in front of a large audience. Our students from kindergarten to year six presented a whole school dramatic, dance and movement piece based on a circus theme. The students were congratulated by many proud family and staff members in the audience at the concert.

- Each term students, as part of a class group, performed short musical or drama items at assemblies and at official school events including Presentation Assembly.

- Students attended a Musica Viva in Schools performance by Tigramuna. This program presents live, high quality music to students in schools. Tigramuna is a group of musicians who have been inspired by the incredible diversity of cultures (Indigenous, African and European) that have shaped the musical landscape of Latin America. The members of Tigramuna were very versatile and each played a number of instruments.

Sport

Sport continues to have a high profile at Middleton Grange Public School. Throughout 2011, students were provided with the following learning opportunities, experiences and programs:

- Weekly physical education lessons and daily fitness activities to develop a range of skills, including games skills, were implemented for all students from kindergarten to year six.

- The Active After-school Communities Program, funded by the Federal Government, provided students (for the third 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 AFL, aerobics, tennis and martial arts. The program was well supported by many students. This worthwhile initiative will continue in 2012.

- 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 Hargrave House – well done!

- One student represented at the Zone swimming carnival, eight students represented at the Zone cross country carnival, and twenty two students represented at the Zone Athletics Carnival. This was the largest representation group for the school so far, and all students represented Middleton Grange Public School with pride.

- Two Cowpasture Community of Schools’ Gala Sports Days were held in 2011. 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 and newcombeball. Both our junior and senior teams, in both sports, displayed improved skills and sportsmanship.

- For the third year, all students in all classes across the school participated in the Premier’s Sporting Challenge. The aim of the challenge is to have more students, more active, more of the time.

- A qualified gymnastics coach delivered 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 2011, 103 students from kindergarten to year six completed the Challenge. Students from kindergarten to year two were encouraged to ‘experience’ thirty books from the relevant book list. Students across years three to six were to read fifteen books from the relevant book list, and an additional five books of their own choosing. The Premier provided a special certificate for each student in NSW who successfully completed the Challenge. This was presented at our annual Presentation Assembly. In addition, four students received a Gold Certificate, for four consecutive years of successful completion.

Debating

In 2011, eight students from years four to six entered the Hoxton Debating Competition for the first time. Throughout terms three and four, ten debates were held amongst ten schools. Our students learnt about the different speaker roles of debating by developing new skills in effective brainstorming, use of a team line, and effective rebuttals; as well as improved skills in public speaking. All students grew in confidence and skill during the debating competition and were rewarded with participation certificates at a Recognition Assembly at Greenway Park Public School.

Cowpasture Community of Schools’ Spelling Bee and Chess Competitions

In 2011, Middleton Grange Public School entered the Community of School’s Inaugural Spelling Bee and Chess competitions. Our school first held in-school competitions to determine our representatives.

Eight representatives attended Rossmore Public School to compete against students from the seven other schools in the stage Spelling Bee competition, with our two stage three students going on later in the term to represent the school further as part of the Premier’s Spelling Challenge.

Four students travelled to Horsley Park Public School to compete in a round-robin chess finals day.

Every representative student displayed talent and pride, and are congratulated for their fine efforts during these inaugural competitions.

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. At Middleton Grange Public School there were twelve students in Year 3 and ten students in Year 5 that sat the NAPLAN test in 2011. All parents have been advised of their child’s achievement.

Literacy – NAPLAN Year 3
In 2011, twelve students in Year Three sat the NAPLAN in Literacy.

Numeracy – NAPLAN Year 3
In 2011, ten students in Year Three sat the NAPLAN in Numeracy.

Literacy – NAPLAN Year 5
In 2011, ten students in Year Five sat the NAPLAN in Literacy.

Numeracy – NAPLAN Year 5
In 2011, ten students in Year Five sat the NAPLAN in Numeracy.

Progress in literacy
Trend data indicates we are performing slightly below both Region and State levels in Year 3.

Trend data also indicates that in Year 5 we are performing above Region but slightly below State; with the exception of spelling for which we are performing well above Region and State averages.

Student growth from Year 3 to Year 5 in spelling was well above State and Region levels but slightly below in reading and grammar. No growth data for writing was available in 2011.

Average progress for matched Year 3 (2009) to Year 5 (2011) students in reading and spelling was above both Region and State levels.

Progress in numeracy
Trend data indicates that we are performing below Region and State levels in both Year 3 and Year 5 in numeracy.

Student growth from Year 3 to Year 5 in numeracy was also below both Region and State.

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.

Year 3 students achieving at or above minimum standard in 2011
Due to the small student cohort, percentages are not reported.

The majority of Year 3 students achieved at or above the minimum standard in 2011.

Year 5 students achieving at or above minimum standard in 2011
Due to the small student cohort, percentages are not reported.

The majority of Year 5 students achieved at or above the minimum standard in 2011.

Significant programs and initiatives
Aboriginal education
Aboriginal Education remains a key commitment at Middleton Grange Public School. All students continue to be presented with opportunities to participate in explicit lessons (taught during Human Society and its Environment) to expose them to Aboriginal history and culture, and current Aboriginal Australia.

Middleton Grange has three Aboriginal students which reflected 3.54% of our student population. Each of these students had a personalised learning plan which was developed between student, parent and school.

The Cowpasture Community of Schools’ combined staff development day in term three provided two workshops presented by well-known author/ historian Nadia Wheatley and artist/ book designer Ken Searle. The workshop focus was ‘The Right Way of Learning: Using Indigenous Principles of Learning in the Classroom’ based on their work in Aboriginal communities and schools in the Northern
The presentations included the sharing of their published books, as well as practical ideas and strategies to embed Aboriginal learning in the classroom.

The Cowpasture Community of Schools’ combined year five Leadership Day in term four included a presentation by a local Aboriginal artist, Uncle Steve Williams. The students who attended received an explanation of ‘Welcome to Country’ and also heard Uncle Steve talk about his Aboriginal heritage and inspiration for his artworks.

One teacher attended the annual South Western Sydney Region’s Aboriginal Conference.

The Aboriginal Flag is flown daily.

‘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*.

Teaching and learning programs continue to be designed to provide students with multicultural and cross-cultural perspectives and understandings.

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

An Inaugural Harmony Day was successfully held on March 21 with our Grandparents to celebrate the cohesive and inclusive nature of our nation and promote the benefits of cultural diversity. The message of Harmony Day was ‘Everyone Belongs’ promoting respect, fairness and a sense of belonging for everyone. Students and staff wore orange (the colour used to symbolise harmony) and each student created a “grandparent-themed” artwork. Students shared many fun activities with their grandparent including games, craft, printing and storytelling.

**Other programs**

**Student Leadership**

In 2011, our school’s second 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 2011, Middleton Grange Public School was proudly represented by our Public Education Ambassador at both school and regional events.

**Boys Education**

In the second semester of 2011 a Boys Education program was initiated and developed by staff members in order to identify male students that would benefit from developing responsibility and participation in the Middleton Grange Gardening Club. Three boys were identified from each class grouping. Once a fortnight students undertook education outside the classroom by participating in activities that assisted in maintaining and improving the school grounds and gardens. The main target of the Gardening Club was to promote pride and ownership of the school through practical and achievable learning activities, as a team, in an outdoor environment. Throughout their participation in gardening club students were able to identify and express pride in their activities and achievements with members of the school community and often expressed a sense of accomplishment as a team and pride in their work.
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.

Middleton Grange Public School has three support classes for students with autism and/or moderate intellectual disability. Twenty-four students and their families are an integral part of our learning community. All students work 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 participate in a regular community access and travel training program throughout the year. The students visited a local playground, a Council Library for craft and storytelling with the Children’s Librarian, and Mainsbridge School to use their gross motor development room. Bus travel helped the students develop travel skills in a vehicle (such as wearing a seatbelt) and pedestrian skills when in a community setting.

Students also continued to receive regular gymnastics lessons conducted by a gymnastics coach. They used a variety of apparatus and equipment to strengthen muscles, improve flexibility and movement; with a focus on balance and control.

Progress on 2011 targets

In 2011, there were three targets set for improvement. These targets were in the areas of literacy, numeracy and student engagement and attendance.

Target 1

Improve student outcomes in literacy.

The provision of focused, balanced and explicit learning programs in literacy enabled all students from Kindergarten to year six opportunities to develop, practice and consolidate their literacy skills. Staff engaged in sustained professional learning in literacy to enhance their pedagogy and improve learning outcomes for students.

Our achievements include:

- Student growth from Year 3 to Year 5 in spelling was well above State and Region levels. The average progress for matched Year 3 (2009) to Year 5 (2011) students in reading and spelling was also above both Region and State levels.

- Targeted professional learning aligned with school reading and comprehension targets was undertaken by five teachers. The Focus on Reading professional learning program will continue in 2012.

- The implementation of Best Start Early Learning Plans for all Kindergarten to year two students ensured individualised literacy instruction and learning.

- Successful utilisation of the Literacy Early Learning Continuum ensured teaching and learning programs, based on analysis of data and reflection, were delivered to meet the changing individual point of need for students in Kindergarten and year one.

- Four students in year one undertook the Reading Recovery Program with a qualified reading recovery teacher at Horsley Park Public School. Each student achieved reading improvement of ten or more levels within the twenty-week, daily program.

- A sustainable, whole school tracking and monitoring schedule in literacy was designed.

- Literacy partnerships between home and school were strengthened through a parent workshop day. The stages of literacy development in all critical aspects were clearly explained and demonstrated to parents, as well as the sharing of many practical ways and websites to help at home.

- The delivery of the Making Up for Lost Time in Literacy (MULTI-LIT) supported seven students in the primary grades to make significant improvements in sound knowledge and sight word recognition components of the program. Three students were also supported in the writing component of the program.

- Explicit modeled, guided and independent learning experiences in reading and writing were delivered to all students.
Target 2
Improve student outcomes in numeracy.

The provision of focused, balanced and explicit learning programs in numeracy enabled all students from Kindergarten to year six opportunities to develop, practice and consolidate their numeracy skills. Staff undertook professional learning activities in numeracy.

Our achievements include:

- The implementation of Best Start Early Learning Plans for all Kindergarten to year two students ensured individualised numeracy instruction and learning.
- Successful utilisation of the Numeracy and Best Start Continuum ensured teaching and learning programs, based on analysis of data and reflection, were delivered to meet the changing individual point of need for students in Kindergarten and year one.
- The numeracy needs of stage two and three students were identified by implementing the Counting On program.
- Working mathematically language was embedded within teaching and learning programs.
- A sustainable, whole school tracking schedule in numeracy was designed.
- Numeracy partnerships between home and school were strengthened through a parent workshop day (‘The Nuts and Bolts of Numeracy’). The stages of numeracy development in all critical aspects were clearly explained and demonstrated to parents, as well as the sharing of many practical ways and websites to help at home.

Target 3
Increase student engagement and attendance.

The link between punctual attendance and student engagement is recognised.

Our achievements include:

- An increase of 1.8% in overall attendance from last year to this year was achieved. In 2011, our overall attendance rate was at Region level and slightly above State level.
- Staff continue to utilise information and communication technologies (including interactive whiteboards, desktops and the connected classroom) to increase student engagement.
- Professional learning opportunities were provided for staff to develop and extend their skills and confidence in teaching information and communication technologies, including attendance at ICT conferences and peer tutoring.
- School procedures for monitoring and following up student absences were maintained, with the Home School Liaison Officer supporting families and students, where appropriate. Attendance requirement information was disseminated through the school newsletter.

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 2011 our school carried out evaluations in Communication and Literacy.

Educational and management practice

Communication

Background

In 2011, Middleton Grange undertook rigorous self-evaluation in the area of communication. 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. Staff, students and parents responded to a series of questions during the forums that strongly emphasised the communication of and about student learning across the school.

Findings and conclusions

- All respondents were satisfied in most areas with the overall communication the school provided to parents in 2011.
- Parents, staff and students all agreed or strongly agreed that written and verbal communication when given about student learning programs has been clear and concise.
- Parents and staff strongly support the home reading program, homework policies and communication books that allow for parent
feedback and involvement. They have indicated that these programs are a beginning point for open, fluid conversations between teachers and parents about individual student achievement.

- All teachers, parents and students highlighted verbal formative feedback and assessment for individual students as valuable and crucial to a student's development and learning.
- Parents were greatly satisfied with the level of teacher and parent communication in the area of literacy progress for students but have indicated that more consistent communication about levels of progress in numeracy were needed.
- Students indicated that they need assistance to accurately report to parents on their daily learning activities at school.
- Parents involved in the forums agreed that parent forums provided an excellent opportunity for parents to voice opinions, listen to others and share ideas about student learning and future directions.
- Staff also emphasised the need to receive explicit and expert feedback, communicating deeply about their teaching and learning practices and student performance.

Future directions

- Communication procedures in regards to administration, school processes and student learning will continue to be reviewed and refined as necessary.
- Parent, staff and student feedback forums to be sought to ensure procedures and programs remain relevant and effective.
- Develop further strategies to promote clear communication between students and parents about learning activities that have occurred during school.
- Continued implementation and support of programs that already promote an excellent understanding of student achievement with the development of procedures that will allow for improved communication about levels of progress in numeracy.
- Continued reviews and updates to the teacher assessment processes that promote enriching and meaningful feedback from peers and supervisors.

Curriculum

Literacy incorporating Information and Communication Technology (ICT)

Background

Literacy incorporating ICT has become an important focus for teaching and learning activities and programs. With continued improvements and additions of ICT infrastructure in the majority of classrooms, it has become increasingly important to incorporate new technology in a meaningful and relevant way to engage and inspire students in Literacy. All staff began to review their current practices for teaching and assessing Literacy incorporating ICT. The ‘Focus on Reading’ program, along with internal and external data, highlighted the need for Literacy incorporating ICT to become a focus for the future development of Literacy teaching and learning programs. Literacy incorporating ICT was evaluated to ascertain future directions. Focus groups, interviews and surveys were used to collect data.

Findings and conclusions

- The majority of parents agreed or strongly agreed that the development and use of ICT in literacy was important and relevant to their children’s world and learning for the future.
- Students stated that they enjoy Literacy activities that incorporate ICT as the teachers are trying to make activities more fun and relevant. Students would like to see a greater focus on their own use of ICT to undertake Literacy activities.
- Students and staff agreed that student learning was more effective and valuable when the Literacy activities incorporating ICT were taught in context and opportunities were made available to students to apply their learning through meaningful practice.
- Parents and students indicated that information about learning in the area of ICT was being discussed at home consistently, however, parents often felt they needed more information about ICT and how best to guide students to use new technologies.
- Staff indicated that students had developed a stronger understanding of why and how learning was taking place due to students
being more engaged in Literacy learning activities that incorporated ICT.

- Staff indicated a need to further develop their own skills and understandings of incorporating ICT into Literacy teaching and learning to ensure meaningful and embedded ICT in lessons.
- Parents expressed an interest in having learning activities in Literacy incorporating ICT as part of the home to school links through homework and communication.

Future directions

- Undertake rigorous evaluation of existing programs and practices in the area of Literacy incorporating ICT to ascertain future professional learning and the development of home to school links.
- Investigate and trial current practices and programs available to teachers to improve student learning outcomes.
- Provide parents with strategies for supporting their children at home with Literacy incorporating ICT. Workshops and information sessions for parents to be conducted throughout the year, along with regular curriculum information being included in the newsletter.
- Staff to ensure literacy incorporating ICT is relevant and taught in context. Opportunities for practical application and explicit modeling of strategies and skills to be provided.
- Promote discussion between parents and students about the learning and safety issues in ICT that are taking place at school and at home.
- Incorporate explicit teaching strategies from the ‘Focus on Reading’ program combined with current ICT software to support teaching and learning practices.
- Consistent implementation of ICT learning activities in allocated literacy programs with the continued development and acquisition of meaningful and relevant resources to literacy.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- All key stakeholders comment that there is a genuine closeness and sense of community within the school.
- Students and parents appreciate a dedicated and experienced staff delivering an engaging curriculum that values each student as an individual and caters for the range of learning needs.
- Parents expressed that their opinions were valued and they are able to actively contribute to their child’s learning.
- Parents comment that a visible and positive profile through networks with other schools and surrounding community has been established.
- The visible presence of the Principal was complimented.
- Some respondents expressed continuing concern about there being no air conditioning facilities at the school.
- The whole school community values the consistent demonstration of respect and acceptance within the school, with particular reference to the integration of students with additional needs with the mainstream student population. Further, the school’s discipline and wellbeing policy is seen as effective.
- Students and parents feel that the school offers many and varied opportunities for students to develop their talents and skills.
- Relationships between students, staff and parents are seen as positive, proactive, inclusive, caring and approachable.
- Staff work alongside students and parents with a high level of respect and enjoyment.
- The welcoming nature of the office staff and school grounds was consistently complimented.
- There is high appreciation and pride for Middleton Grange Public School being expressed by students, parents and teachers.
Professional learning

All teaching and school support staff were involved in extensive, comprehensive professional learning throughout 2011 aligned to the school’s targets of literacy, numeracy, engagement and quality teaching.

The total school budget spent on professional learning (from combined teacher professional learning funds and school budget) was $8 542.06 with the average expenditure per staff member being $776.55.

In 2011, 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. Topics included: Aboriginal education, literacy, numeracy, programming and assessment, technology, engagement, and use of the NSW DET Analytical framework for effective leadership and school improvement in literacy and numeracy.

- All staff attended a staff development day in term three, comprising 100 participants from eight schools in the Cowpasture Community of Schools. The professional learning sessions were directly linked to Community of Schools’ targets, with all staff attending workshops across topics including: environmental education, writing with students, differentiation of numeracy tasks K-2, virtual excursions to expand student opportunities and learning beyond the classroom, and meaningful incorporation of Aboriginal studies into the curriculum.

- Attendance by one staff member at the Regional Aboriginal Education conference. Understanding about The 8 Ways of Learning built teacher capacity to support and improve Aboriginal students’ learning and success at school.

- Bonnyrigg Heights Public School is a Centre for Excellence (C4E) and invited Middleton Grange Public School to be a Spoke School to receive support from their Highly Accomplished Teacher (HAT). Across the year, the HAT provided significant support in the areas of assessment and reporting, literacy and numeracy monitoring and tracking, the development of school policies and practices, and support to aspiring school leaders. Further, two staff attended a professional learning day on engagement, presented by Dr Geoff Munns, lecturer at the University of Western Sydney.

- Attendance at regular Network Meetings by the Support Teacher Learning Assistance (STLA) and English as a Second Language (ESL) Teacher. Support was provided by personnel from the Learning Assistance and ESL Consultancy teams.

- Attendance by the Computer Coordinator at regular Network Meetings and the Inspire, Innovate ICT conference. Support was also provided by the Regional Technology Advisor.

- Professional learning in the Focus on Reading program was undertaken by four staff members. This program will continue until mid-2012 and is being delivered collegially across three schools.

- Throughout the year regional support was provided by the Focus on Reading facilitator. Further support was provided by the Literacy and Numeracy Leader for Hoxton and the regional Literacy and Numeracy Leader for support units to increase Best Start and Early Literacy Continuum knowledge and implementation.

- Six staff members have been involved in the Team Leadership for School Improvement (TLSI) program, being delivered collegially across the Cowpasture Community of Schools. TLSI is a two-year professional learning program in the areas of leadership and school improvement in literacy and numeracy.

- 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 Covey Leadership Program “Great Leaders, Great Teams, Great Results” (note - this course was also attended by a teacher), the South Western Sydney Regional Conference,
and the Primary Principal’s Association’s State and Liverpool conferences.

- A staff member was invited to be the Region’s small schools’ representative for the Curriculum Collaborations project. This is an implementation trial of the draft NSW Board of Studies Curriculum which will continue into 2012.

All staff valued the professional learning opportunities in 2011, indicating that knowledge, skill and confidence has improved in many areas.

Of particular note: 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 in 2011.

**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.

**2012 Targets to achieve this outcome include:**

- Increase Year 3 and Year 5 students who are achieving at or above State minimum standards in all areas of Literacy.
- Increase the proportion of Year 5 students achieving growth at or above State and Regional averages in Literacy.
- Increase the proportion of Year 3 students in bands 3 and 4 and Year 5 students in bands 5 and 6.
- 60% of all Kindergarten students achieving cluster 4 for each critical aspect on the Literacy Continuum.
- Increase the number of students attaining expected levels of Literacy Continuum achievement in the critical aspects of reading and comprehension.

**Strategies to achieve these targets include:**

- Identify student learning needs using the K-6 Literacy Continuum.
- Monitor, regularly each term, student learning and development using the K-6 Literacy Continuum.
- Update student learning achievement on the school tracking system annually.
- Explicitly cater for differentiated learning opportunities within programs with focused, at the individual point of need, remedial and extension support in place.
- Develop and embed rich assessment tasks into teaching and learning practice.
- Develop further the school Aboriginal Personalised Learning Plan (APLP) proforma and implement for all Aboriginal students.
- Identify year 1 students eligible for the Reading Recovery Program and develop monitoring and communication process for the Reading Recovery program.
- Purchase a range of literary, factual, visual and multimedia texts that promote student engagement and supplement Literacy teaching and learning programs.
- Continue involvement in Focus on Reading program and provide new staff with timely professional learning to orient and develop Focus on Reading skills and understandings.
- Provide training in the use of data (SMART, Best Start) to analyse student and whole school performance and inform planning for teaching and learning.
- Increase staff understanding of Best Start Early Learning Plans to support the explicit and systematic design of teaching and learning programs.
- Develop meaningful feedback processes for students and parents regarding their learning and development.
- Participate in targeted professional learning, for all staff, aligned to school targets.
- Engage in sustained reflective and analytical professional conversation each term to
enhance teaching practice and improve student achievement.

- Conduct regular Literacy workshops and information sessions for parents and the community.

**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.

**2012 Targets to achieve this outcome include:**

- Increase the number of Year 3 and Year 5 students who are achieving at or above State minimum standards in all areas of Numeracy.
- Increase the proportion of Year 5 students achieving at or above State and Regional average in all areas of Numeracy.
- Increase the proportion of Year 3 and Year 5 students in the top two bands for the target area of Numeracy.
- 60% of all Kindergarten students achieving perceptual level for Early Arithmetical Strategies.

**Strategies to achieve these targets include:**

- Identify student learning needs using the K-10 Numeracy Continuum.
- Monitor, regularly each term, student learning and development using the K-10 Numeracy Continuum.
- Update student learning achievement on the school tracking system annually.
- Explicitly cater for differentiated learning opportunities within programs with focused, at the individual point of need, remedial and extension support in place.
- Develop and embed rich assessment tasks into teaching and learning practice.
- Implement hands-on, vocabulary rich mathematics lessons.
- Develop further the school Aboriginal Personalised Learning Plan (APLP) proforma and implement for all Aboriginal students.

- Continue the implementation of the Targeting Early Numeracy (TEN) program across K-2.
- Provide training in the use of data (SMART, Best Start) to analyse student and whole school performance and inform planning for teaching and learning.
- Increase staff understanding of Best Start Early Learning Plans to support the explicit and systematic design of teaching and learning programs.
- Develop meaningful feedback processes for students and parents regarding their learning and development.
- Participate in targeted professional learning, for all staff, aligned to school targets.
- Engage in sustained reflective and analytical professional conversation each term to enhance teaching practice and improve student achievement.
- Conduct regular Numeracy workshops and information sessions for parents and the community.

**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 well being 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.

**2012 Targets to achieve this outcome include:**

- Increase the number of teachers embedding innovative use of information and communication technologies.
- Implement comprehensive, systematic and proactive intervention strategies focused on student well being.
- Increase student attendance by 1% based on 2011 data.
Every student receives recognition through the schools award/reward system.

**Strategies to achieve these targets include:**

- Improve staff skills, knowledge and understanding in innovative information and communication technologies use through strategic and comprehensive professional learning.
- Embed Quality Teaching in NSW Public Schools elements in all teaching and learning programs to heighten student engagement.
- Embed information and communication technologies across all Key Learning Areas to heighten student engagement.
- Provide students with the opportunity to select a learning activity based on outcomes to be achieved.
- Utilise existing information and communication technologies equipment, hardware and software, and purchase new resources to support teaching and learning programs.
- Maintain implementation of consistent and proactive whole school welfare programs that incorporate the language and elements of Restorative Justice.
- 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 teacher, parent and student feedback forums to guide teaching and learning, welfare, and recognition programs.
- Identify through the Learning Support Team students with welfare, learning or behavior needs to develop and implement individual learning, behaviour and education plans.
- Develop a Kindergarten Orientation Program 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
Jolande Beemster Assistant Principal
Rachel Beard School Admin Manager
Sarah Ings Teacher
Carla Buscaino Teacher
Fiona Filippi Teacher
Lorraine Husarek Teacher Librarian
Beth Noble Student Representative
Anna Bathio Student Representative
Brock Briffa Student Representative

**School contact information**

Middleton Grange Public School
50 Hall Circuit, Middleton Grange, NSW 2171
(PO Box 3235, Austral NSW 2179)
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

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: