Middleton Grange Public School
Annual School Report 2014
School context statement

Middleton Grange Public School opened in 2009 in a new and still developing suburb of the Liverpool Local Government Area and is part of the New Schools Public Private Partnership Program.

The school has an increasing mainstream population in addition to three special education support classes for students with Autism and/or Moderate Intellectual Disability.

Middleton Grange Public School has been founded on proud Aboriginal (The Cabrogal Clan of the Darug Nation) and Australian (particularly in the area of aviation) history and achievement.

Diversity of cultural heritage is acknowledged and respected and 66% of students enrolled come from a language background other than English. Thirty-eight different languages are spoken, with Arabic and Assyrian being predominant.

The community is actively involved and inclusive.

The school’s wellbeing policy encourages and supports students to be safe and respectful learners and citizens. There is a collective responsibility to ensure students, teachers, parents and the community resolve conflict in a respectful, safe and beneficial way for all. We use important elements of Restorative Justice; an approach that emphasises relationships at the core and that restorative gestures, practice and undertakings are student-oriented.

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

Middleton Grange Public School is an active member of the Cowpasture Community of Schools with seven other local schools (Austral, Badgerys Creek, Bringelly, Horsley Park, Kemps Creek, Leppington and Rossmore Public Schools). The 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.

Principal’s message

As public school educators we have the absolute pleasure of being a part of so many lives and assisting in the creation of futures. It remains the privilege we undertake with great responsibility and deep pride.

Our public education system in NSW is dynamic and embracing, with an uplifting sense of reach that “yes, we all can!”

We stand proudly here at Middleton Grange Public School with the belief that if our students know we love and care for them, the learning happens.

Our school has such superstar students and a supportive community. We extend our heartfelt thanks to each and every one of you.

And also importantly, we have outstanding teachers who are enthusiastic and innovative. They nurture our students with the opportunities and environment to be the large-spirited, vivacious and creative thinkers our world needs.

My deep thanks for each bringing your unique, valued piece to our Middleton Grange Public School jigsaw puzzle.

Hallie-Ann Baxter

Local P&C message

We successfully established the first Middleton Grange Public School Parents and Citizens Association in 2014!

A “Parents and Citizens Association” or P&C is made up of parents of students and other community members who are interested in promoting and supporting the school.

One of the most important ways in which the P&C can support the school is through fundraising. To begin with we raised funds to pay an affiliation fee to the NSW Federation of P&C Associations which provides us with insurance cover.

Other successful activities included opening the Canteen for special lunch packs, Mother’s and Father’s Day Gift Stalls, and community barbecues.

A Facebook page for the Middleton Grange Public School P&C has been set up. Search Facebook for MGPS P&C and follow the group for another way to keep up-to-date with what is happening.
I take this opportunity to thank all of the volunteers, P&C members and staff who have supported and helped the P&C begin.

Thanks to everyone’s efforts in 2014 the P&C is now in a position to start utilising funds raised to turn the fantastic support of the local community into resources to help support the education of children at Middleton Grange Public School.

Shaun Scott, President

Student representatives’ message

This year has been a wonderful year and we have had the privilege of participating in many different extra-curricular activities

Camp was awesome! Year 5 and 6 went to Canberra and our most memorable experience was walking through the War Memorial and looking at the exhibits, including some of the war planes that our classes are named after. We also got to go into Federal Parliament and see where the laws are discussed, argued and agreed on just like we had studied in class.

We also visited NSW Parliament for a day excursion and got to sit in both chambers and participate in a mock sitting of parliament where we debated and voted on our own laws.

We performed at an assembly every term this year. We enjoyed learning new songs, dances and poems but our highlight was our end of year performance where we wrote and dramatized various skits related to our own school. Some of us also participated in the Cowpasture Community of Schools’ Concert where we performed a senior dance item related to the book *The Red Tree* by Shaun Tan.

We had a successful Fun Night held on the same night as Movie Night. It was a very hot day organising our stalls but we raised a lot of money to give back to the school. Our most successful stall was the water bombing stall where people got to throw water bombs at teachers!

Some of us had the chance to represent the school at the annual Cops ‘n Kids OzTag carnival organised by Green Valley Police and the NRL. We had a wonderful time meeting Wests Tigers players and representing the school.

Many of us have achieved lots of goals throughout the year, both on the sporting field and in the classroom. We feel very privileged to be students at Middleton Grange because we know we are cared for, loved and celebrated for our individuality. We have had lots of fantastic times and take many fond memories with us.

Year 6 Leadership Team

Student information

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

Student enrolment profile

Since the school established in 2009 within a new suburb, significant housing development is still occurring. Therefore, enrolment numbers will continue to increase each year; particularly in the infant’s area. On average we increase enrolments by 30 students annually; this is equivalent to an increase in one or two class groupings.

It is anticipated that the future total school population will exceed 500 students.

In 2014, our male and female enrolments were the same.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>25</td>
<td>41</td>
<td>56</td>
<td>66</td>
<td>85</td>
<td>116</td>
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<tr>
<td>Female</td>
<td>0</td>
<td>12</td>
<td>35</td>
<td>61</td>
<td>71</td>
<td>91</td>
<td>116</td>
</tr>
</tbody>
</table>

![Enrolments Graph](image-url)
Student attendance profile

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>89.5</td>
<td>95.2</td>
<td>93.6</td>
<td>97.3</td>
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<td>94.8</td>
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<tr>
<td>4</td>
<td>96.2</td>
<td>96.7</td>
<td>93.9</td>
<td>93.4</td>
<td>89.9</td>
<td>95.6</td>
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<td>5</td>
<td>96.1</td>
<td>95.3</td>
<td>93.7</td>
<td>95.5</td>
<td>92.5</td>
<td>90.4</td>
</tr>
<tr>
<td>6</td>
<td>na</td>
<td>94.5</td>
<td>95.2</td>
<td>93.8</td>
<td>97.0</td>
<td>93.4</td>
</tr>
<tr>
<td>Total</td>
<td>90.7</td>
<td>92.8</td>
<td>94.6</td>
<td>94.4</td>
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<td>94.6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
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<tr>
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<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
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<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
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<td>94.4</td>
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<tr>
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<td>94</td>
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<td>94.3</td>
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<td>94.7</td>
<td>94.9</td>
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<tr>
<td>5</td>
<td>94</td>
<td>94.4</td>
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<td>94.4</td>
<td>94.5</td>
<td>94.8</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Our overall attendance from last year to this year has improved slightly. Our school’s attendance profile is slightly lower than State.

Improving student attendance is an ongoing focus.

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 enrolment, transition and information events, as well as through the newsletter. Parents are educated on the social and academic benefits of regular attendance.
- 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 Home School Liaison Officer (HSLO) monitors attendance on a regular basis throughout the year. Contact and referral to the 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.

Workforce information

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

Middleton Grange Public School had an allocation of 15.992 teaching positions in 2014. 0.2 equates to one day per week, and indicates a part-time position.

In addition to the Principal there are three Assistant Principal positions – two mainstream and one Special Education (all with a fulltime teaching load).

Further to this executive entitlement, the 10.42 Classroom Teachers allocation equates to seven mainstream and two support unit full-time permanent classroom teacher positions; as well as a part-time permanent Teacher Librarian, a part-time temporary English as a Second Language Teacher, and a part-time temporary Reading Recovery Teacher.

The additional 1.572 classroom teacher entitlement equals part-time positions in the following ways –

- In addition to the 0.2 Learning and Support Teacher entitlement, an additional 0.3 regional allocation was received to accommodate the school’s ongoing growth in enrolment numbers.
- The remaining 1.072 allocation was for Relief from Face-to-Face (RFF) Teachers, who work part-time.

The teaching staff was supported by a full-time School Administrative Manager and School Administrative Officer. Three School Learning Support Officers work with students in the Support Unit. A further allocation for administrative support (0.15) was received.
through a New and Developing Schools Allocation. This entitlement was directed to the Library, providing additional administration support to our Teacher Librarian.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.172</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20.292</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

According to available information, there were no Indigenous staff members employed at Middleton Grange Public School in 2014.

**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>6%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teaching and school support staff were involved in comprehensive professional learning throughout 2014.

The total school budget spent on professional learning (from combined teacher professional learning funds and school budget) was $11,670 with the average expenditure per staff member being $778.

Professional learning experiences included:

- Participation in five staff development days, with professional learning sessions aligned directly to school or Community of Schools’ targets.
- The Executive Team undertook comprehensive professional learning with the High Performance Unit around the new school planning process.
- Professional Learning Plans were developed and implemented through team meetings and collegial dialogue in order to meet the ever changing needs of our staff and school community.
- The Executive Team supported staff in comprehensive and regular professional learning and implementation of the new NSW Board of Studies Mathematics Syllabus. This will continue in 2015.
- Significant professional learning for all staff occurred as part of the ILNNP Initiative.
- 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: girls education perspective from an author/social researcher, communication from a Speech Therapy perspective, sensory processing from an Occupational Therapy perspective, basket weaving with an Aboriginal artist, writing from an author’s perspective, and the impact to education of shifts in society from a social commentator.
- Child Protection, Emergency Care and CPR, and Anaphylaxis Awareness updates were undertaken by all school personnel.
- The Principal attended professional learning and leadership opportunities, including the
Primary Principal’s Association’s State Conference.

- The English as a Second Language (ESL) Teacher undertook courses to support the needs of our culturally diverse student population; including PLP, programming and reporting requirements.
- Significant professional learning across two terms was provided by an external behaviour consultant – Carl Warren, Beyond Behaviour. The Executive Team, Support Unit staff and whole staff undertook individual sessions to understand more deeply the connections between wellbeing and learning, and behaviour management that is timely, supportive and responsive.

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 2014.

**Beginning Teachers**

In 2014, there were two beginning teachers appointed to the school. $25,913.34 was received to provide additional release to newly appointed and supervising teachers for strategic support.

Five teachers are maintaining accreditation at Middleton Grange Public School.

One teacher is voluntarily seeking accreditation at Lead.

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**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>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>85,773.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>124,960.67</td>
</tr>
<tr>
<td>Tied funds</td>
<td>196,502.7</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>58,589.01</td>
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<tr>
<td>Interest</td>
<td>4,304.23</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,808.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>477,937.83</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8,859.79</td>
</tr>
<tr>
<td>Excursions</td>
<td>16,101.09</td>
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<tr>
<td>Extracurricular dissections</td>
<td>17,679.38</td>
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<tr>
<td>Library</td>
<td>11,606.75</td>
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<tr>
<td>Training &amp; development</td>
<td>852.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>166,503.13</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>47,440.74</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>59,972.27</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5,955.98</td>
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<tr>
<td>Maintenance</td>
<td>0.00</td>
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<tr>
<td>Trust accounts</td>
<td>5,533.44</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td>Total expenditure</td>
<td>340,505.14</td>
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<tr>
<td>Balance carried forward</td>
<td>137,432.69</td>
</tr>
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</table>

A full copy of the school’s 2014 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 2014
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.

Academic achievements

NAPLAN
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Each year, our Year 3 student cohort for NAPLAN fluctuates. This accounts for some of our school’s overall data.

Middleton Grange Public School’s Learning Support Team utilises NAPLAN data to provide focused, targeted support to identified students.

In 2014, 31 students in Year 3 completed NAPLAN in Literacy.

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0 2 7 7 9 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0 0.0 0.0 0.0 0.0 0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>0.0 0.0 0.0 0.0 0.0 0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>6 0 0.0 8.3 7 407.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.1 9.9 15.3 22.6 18.5 22.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data indicates that in 2014, 100% of our Year 3 students achieved at or above minimum standard in Reading.

Year 3 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1 2 10 10 7 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.2 6.5 32.3 32.3 22.6 32.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average 2011-2014</td>
<td>0.0 0.0 0.0 0.0 0.0 0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>2.9 9.1 24.4 22.9 31.8 8.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1 8.3 21.3 22.8 33.3 10.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data indicates that in 2014, 96.8% of our Year 3 students achieved at or above minimum standard in Writing.

Year 3 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0 5 3 4 15 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0 16.1 9.7 12.9 84.1 12.9</td>
<td></td>
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</tr>
<tr>
<td>School Average 2010-2014</td>
<td>0.0 0.0 0.0 0.0 0.0 0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>3.5 11.2 14.1 24.0 24.3 22.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.2 12.6 12.2 22.5 23.4 25.2</td>
<td></td>
<td></td>
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</tbody>
</table>

The data indicates that in 2014, 100% of our Year 3 students achieved at or above minimum standard in Spelling.

Year 3 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Number in Bands</td>
<td>2 0 6 14 3 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>6.5 0.0 19.4 45.2 9.7 19.4</td>
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<tr>
<td>School Average 2010-2014</td>
<td>0.0 0.0 0.0 0.0 0.0 0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>4.7 8.6 17.2 23.7 22.0 23.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.7 8.3 15.3 21.1 20.9 29.7</td>
<td></td>
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</tr>
</tbody>
</table>

The data indicates that in 2014, 93.5% of our Year 3 students achieved at or above minimum standard in Grammar and Punctuation.
NAPLAN Year 3 - Numeracy

Each year, our Year 3 student cohort for NAPLAN fluctuates. This accounts for some of the school’s overall data.

Middleton Grange Public School’s Learning Support Team utilises NAPLAN data to provide focused, targeted support to identified students.

In 2014, 31 students in Year 3 completed NAPLAN in Numeracy.

The data indicates that in 2014, 93.5% of our Year 3 students achieved at or above minimum standard in Numeracy.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Each year, our Year 5 student cohort for NAPLAN fluctuates. This accounts for some of our school’s overall data.

Middleton Grange Public School’s Learning Support Team utilises NAPLAN data to provide focused, targeted support to identified students.

In 2014, 15 students in Year 5 completed NAPLAN in Literacy.

The data indicates that in 2014, our overall results in Reading were below State average.
86.7% of our Year 5 students achieved at or above minimum standard in Reading.

Our average progress between Year 3 and Year 5 in Reading was above State average.

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>501.8</td>
<td>488.0</td>
<td>497.3</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Writing

<table>
<thead>
<tr>
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<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td></td>
<td>433.8</td>
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<td>467.1</td>
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</table>

Year 5 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>444.2</td>
<td>501.3</td>
<td>502.7</td>
</tr>
</tbody>
</table>
The data indicates that in 2014, our overall results in Spelling were below State average. 66.7% of our Year 5 students achieved at or above minimum standard in Spelling.

Our average progress between Year 3 and Year 5 in Spelling was above State average.

Year 5 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>456.5</td>
<td>497.5</td>
<td>504.7</td>
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</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
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</tr>
<tr>
<td>4</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
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<td>20%</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>10%</td>
</tr>
</tbody>
</table>

The data indicates that in 2014, our overall results in Grammar and Punctuation were below State average. 93.3% of our Year 5 students achieved at or above minimum standard in Grammar and Punctuation.

Our average progress between Year 3 and Year 5 in Grammar and Punctuation was below State average.

NAPLAN Year 5 - Numeracy

Each year, our Year 5 student cohort for NAPLAN fluctuates. This accounts for some of the school’s overall data.

Middleton Grange Public School’s Learning Support Team utilises NAPLAN data to provide focused, targeted support to identified students.

In 2014, 15 students in Year 5 completed NAPLAN in Numeracy.

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>443.4</td>
<td>481.6</td>
<td>488.5</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>3</td>
<td>100%</td>
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<tr>
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<td>20%</td>
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<td>6</td>
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<td>20%</td>
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<tr>
<td>7</td>
<td>7</td>
<td>50%</td>
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<tr>
<td>8</td>
<td>1</td>
<td>10%</td>
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</tbody>
</table>

The data indicates that in 2014 our overall results in Numeracy were below State average. 80% of our Year 5 students achieved at or above minimum standard in Numeracy.

The data shows that our average progress between Year 3 and Year 5 was slightly above State average.
Other achievements

The Arts

The Arts form an important element of the learning and teaching programs at Middleton Grange Public School.

Creative 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 were involved in art lessons throughout the year. Students were guided and encouraged to create their own pieces using this knowledge to inspire them.

All mainstream students were involved in the Fowler Electorate Anzac Centenary competition. Each stage prepared a piece that told a story about the Anzacs and peace. Early Stage One submitted a song, Stage One created a drama piece, Stage Two submitted two canvas works and Stage Three entered the digital media section. We were extremely proud to have been awarded first place for our Stage One drama piece.

The Cowpasture Community of Schools’ Concert in 2014 highlighted a wide variety of talented performers from across the eight schools. The concert offered a group of sixty-five Middleton Grange students the opportunity to develop their drama and dancing skills in two performances. Our infants students presented a dance called “Seasons and Change”. The primary students represented the Shaun Tan story “The Red Tree” through dance, drama and movement. Our students were well-received with high praise from parents and caregivers.

Craig Smith was our visiting illustrator. He presented his work to our students and spoke about the process involved in being an illustrator. Craig responded to many questions from our students in an encouraging manner. He shared some tips about drawing for books and the process of making a book. Craig’s illustration skills left the students in awe of his ability.

Sport

Sport continues to grow its profile at Middleton Grange Public School. All sport is played with the highest values of sportsmanship and fair play. Active participation is encouraged and recognised through I’m a Good Sport tokens (part of the SRL draw) and House Points.

Throughout 2014 students were provided with the following opportunities, experiences and programs:

- Weekly physical education lessons and choreographed daily fitness activities linked to the Personal Development, Health and Physical Education syllabus.
- The Federally-funded Active After-school Communities Program returned for the sixth year. This provided students with weekly access to free, structured physical activities. Each session was delivered by a qualified coach and skills were developed in baseball, soccer, martial arts, cricket, AFL, hockey and tennis. Each lesson concluded with a healthy afternoon tea. The program continues to be well supported by many students and will be replaced by a new Sport School Program in 2015.
- All students participate 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. Individual awards for Junior and Senior Sportsperson for each of the four sport houses were awarded for the first time, in addition to the existing Sportsperson of the Year Award.
- The school entered our largest Cross Country and Athletics teams in Zone Carnivals in the school’s history.
- Two students represented Green Valley PSSA at the Sydney South West Swimming carnival, three students represented Green Valley PSSA at the Sydney South West Cross Country Carnival and two students represented GVPSSA at the Sydney South West Athletics Carnival. One student represented Sydney South West at both the State Cross Country and Athletics carnivals.
- Swimming Scheme returned following a successful program in 2013. 60 children took the opportunity to have a two-week
intensive swimming program delivered by qualified AUSTSWIM instructors and learnt basic survival and stroke correction skills.

- The school entered a team in the annual Cops n’ Kids OzTag gala day. This event, organised by the Green Valley Police and the NRL, is an event that fosters and builds community relationships between the Police and school children. Middleton Grange students enjoyed this fun sporting event and represented the school with great pride.
- The GWS Giants AFL team organised an after-school skills and fitness program in term 3 to build and foster positive relationships with schools in the Western Sydney region. The focus of the program was on overall fitness, ball skills, game awareness and sportsmanship.

Library

At Middleton Grange Public School the library continues to be a dynamic hub of the school where our students strive to become critical users of information both through print and digital resources. The library also acts as a ‘safe haven’ for students where a love of books and the joy of reading are fostered.

In 2014 the library was the focus of programs including ‘Littlies in the Library’ sessions; National Simultaneous Storytime which included Connected Classroom opportunities with local Cowpasture Community of Schools of the picture book ‘Too Many Elephants in the House’; and a highly engaging Book Week Extravaganza of “Was he pushed or did he fall? - a staff pantomime of the true story of Humpty Dumpty”.

Throughout the year the library held two book fairs that supported library resources by $2000 in profit.

The “Down the Runway” school weebly was created to house classroom links in an easily accessible site used by staff and students.

Participation in the annual Premier’s Reading Challenge (PRC) was again promoted through the library. 164 students, representing 67% of the school, completed the Challenge in 2014 with many of our students receiving Gold Certificates for completing the Challenge for four consecutive years.

Significant programs and initiatives – Policy and equity funding

In 2014, Middleton Grange Public School received $10,460.08 as part of the RAM.

Aboriginal education (including Aboriginal background)

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 just over 2% of our total student population. Each student has a personalised learning plan which was developed between student, parent and school.

The annual Cowpasture Community of Schools’ Combined Staff Development Day in term three provided a basket weaving workshop presented by Auntie Kerrie Kenton. Kerrie is passionate about education. She is a descendant of the Traditional Owners of Sydney and feels blessed to share her stories, knowledge, language and art with others.

Middleton Grange Public School hosted the third 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 activities throughout the day. Over 100 students from the eight schools were privileged to engage in Aboriginal arts and games and participate in a Smoking Ceremony and Yarning Circle with an Elder and Aboriginal students from Hoxton park High School.

The Aboriginal Flag is flown daily at Middleton Grange Public School. ‘Acknowledgement of Country’ is observed at all school assemblies and events.
Multicultural education and anti-racism (including English language proficiency)

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.

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.

Students from language backgrounds other than English make up 61% of the school population. There are thirty-two languages at the school. The large number of cultural groups in our school has promoted the importance of supporting and valuing the diversity in the community. The school is provided with a 0.4 staffing entitlement to meet the curriculum needs of these students. The English as a Second Language (ESL) Teacher is a valued and integral member of the school staff; weekly collaborating with teachers and reporting to the Learning and Support Team.

Multicultural perspectives and specific cultural studies are particularly incorporated into our quality and engaging teaching and learning programs HSIE curriculum and supported through studies of literature, music, art and writing to enhance children’s understanding and tolerance of cultural diversity.

Our annual Harmony Day was again successfully held on March 21, shared with our Grandparents to celebrate and promote the benefits of cultural diversity. Students shared many fun activities with their grandparent to promote respect, fairness and a sense of belonging for everyone.

Socio-economic background

In 2014 a collaborative school program between the Liverpool Speech Pathology Department at Rainbow Cottage and Middleton Grange Public School was undertaken to support students with communication difficulties. The speech pathologist attended for 30 weeks. This program was partially funded through the Improving Literacy and Numeracy National Partnership initiative.

Types of support offered were team teaching, small groups in phonological awareness, complex language and descriptive language as well as intensive individual and small group Speech Sound Clinic.

The following observations were made:

- Significant change in student use of complex sentence structures was evidenced in conversation and written work.
- Students increased their use and understanding of new vocabulary.
- Visual scaffolds were implemented across a range of contexts in Stage One classrooms to assist students to analyse and determine the meaning of an unknown word, and to greater assist in comprehension strategies.
- Kindergarten showed significant gains in phonological awareness. Growth of greater than 95% was noted in students’ accuracy in both segmenting and blending sounds.
- All Stage Two students were observed to increase their use of descriptive language, and use conjunctions to effectively increase the length of written sentences.
- In order to increase accuracy and improve sentence structures in writing, Stage Three articulated verbal sentences prior to writing.
- Thirty-five K-6 students received the intensive Speech Sound Clinic program across thirty-two sessions. Twenty-nine students were successfully discontinued upon reaching age appropriate articulation milestones. The remaining students will continue to receive additional support during 2015.

In 2015, early career teachers will be provided professional learning opportunities to incorporate effective teaching strategies to enhance their literacy programs. Team teaching will continue to be used to compliment the philosophy of supporting students with language and learning difficulties within the classroom.

Further, language and articulation pre-screening of future kindergarten students has been identified as a valuable tool in order to better inform parents and staff around students’ needs and access to services prior to entering school.

Learning and Support Teaching staff, in collaboration with the Speech Pathologist, will continue to screen new and existing students to identify language needs. Parent workshops will be conducted to support parents in order to implement home programs.
Learning and Support

In 2014 Middleton Grange Public School continued participation in the Improving Literacy and Numeracy National Partnership (ILNNP) initiative. This initiative aims to improve student performance in target groups in literacy and/or numeracy. The initiative also aims to improve capability and effectiveness of literacy and/or numeracy teaching.

At Middleton Grange Public School our 2014 focus continued in the area of literacy. We received a final $22,856 in funding to achieve our set goals.

Following the success of our 2013 speech program, some of the ILLNP funding was utilised to employ a speech pathologist who worked with staff and students across the school. A range of visual scaffolds and acronyms were developed and implemented across all stages to support students’ use of more complex language structures and improve deeper level comprehension of a variety of texts. Each stage participated in a term-long program in order to support student learning and further develop teacher skills.

Other learning support initiatives undertaken across the school included:

- Executive provided teachers with detailed examples and guidance to increase their knowledge of the English Syllabus, assessment and how to guide consistent teacher judgement discussions within their stage using differentiated statements.
- Through a collaborative approach incorporating weekly team teaching and mentoring, the teaching and learning cycle was demonstrated using the Literacy Continuum, Syllabus Outcomes and Super Six Comprehension Strategies.
- Observation of modelled and guided reading sessions that encompassed the Super Six Comprehension strategies was carried out weekly.
- Quality educational resources were purchased in order to support teaching and learning programs.
- Mentoring and guiding of teachers in the development of assessment ‘as’, ‘of’ and ‘for’ learning and introducing success criteria and explicit learning intentions for students in Reading and comprehension.
- Focus Groups were conducted with student groups across the school. Great improvement was observed in students’ ability to name the super six strategies and apply these strategies to their comprehension and literacy learning.

Other significant initiatives

Student Leadership

In 2014, the School’s fifth Leadership Team performed their responsibilities with pride, respect and commitment. Ten Year Six students were selected by their teachers and peers and undertook roles as School Captain, Vice-Captain, Public Education Ambassador and a leader in the following areas: Communication, Conservation, Finance, Environment, Welfare, Technology and Health and Safety.

All of our student leadership team attended the GRIP Leadership Conference at Homebush where they learnt about leadership skills, qualities and values.

The Leadership Team was proud to organise many fundraising events throughout 2014. They supported charity, giving donations to the Jane McGrath Foundation and the Children’s Medical Research Institute through the Jeans for Genes event. The Leadership Team also organised fundraisers and presented the school with a generous donation for the school to use to upgrade sports equipment.

The School Captain, Vice-Captain and Public Education Ambassador proudly attended the Indigenous Anzac Ceremony at Hyde Park. The Public Education Ambassador Program was initiated in 2007 in the Sydney South Western Region. Middleton Grange Public School continues to be represented by our Public Education Ambassador at school, community 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 (SLSO) per class.

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

In 2014, there were three Support Unit classes consisting of twenty-one students. Alongside each child’s Individual Education Program, documentation entitled “Things you need to know about me” was created. This document outlined further personal needs based on individual students’ characteristics.

The Support Unit participated in the whole-school Dance Program delivered by Footsteps Dance Company. They also engaged in a Life Skills program which included food preparation, household chores, safety around the home and water, as well as learning about road safety and rules. As part of the road safety program the students attended an excursion to a Bike Education Centre.

Additionally four of our students were integrated into mainstream classroom programs for the Key Learning Areas of Creative Arts and Physical Education.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- The opinions of all key stakeholders were sought.
- Parents, staff and students were involved in focus groups in order to gather responses. Students, parents and staff responded to a series of questions.
- A random selection of families in each class was contacted individually by telephone.
- Each student undertook a Student Wellbeing and Engagement Interview.
- External and internal data was analysed.
- An Instructional Rounds process was undertaken.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 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.

Evidence of achievement of outcomes in 2014:

- The majority of classrooms use quality texts and display visual scaffolds to explicitly support the teaching and learning of comprehension strategies.
- 80% of students are able to name a Focus on Reading comprehension strategy.
- Student learning needs are identified and addressed through the Learning Support Team and stage teams; with a flexible timetable of support by the Learning and Support Teachers implemented.
- Best Start data is updated once a term and ELPs generated.
Strategies to achieve these outcomes in 2014:

- Modeled and guided lessons for staff new to Focus on Reading provided by the executive through a mentoring/coaching role.
- Reflective conversations scheduled following lessons to support staff development and ongoing explicit implementation in teaching and learning sequences.
- A Speech Pathologist engaged to support language development of identified students, and provide comprehensive staff professional learning across the year.
- Differentiated learning opportunities within programs explicitly documented.
- The use of data (SMART, Best Start) to analyse student and whole school performance and inform planning.

School priority 2
Numeracy

Outcomes from 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.

Evidence of achievement of outcomes in 2014:

- All staff participated in targeted professional learning and engaged in sustained reflective and analytical professional conversation each term in regard to the new NSW Mathematics K-6 Syllabus.
- Student learning needs are identified and addressed through the Learning Support Team and stage teams; with a flexible timetable of support by the Learning and Support Teachers implemented.
- Best Start data is updated once a term and ELPs generated.

Strategies to achieve these outcomes in 2014:

- Timely professional development provided for new staff in the areas of Best Start, Count Me In Too, Counting On and Targeting Early Numeracy (TEN) programs.
- The Learning Support Team staff continued to undertake communication and three-weekly collaborative planning with class teachers.
- Reflective conversations as a regular part of stage team meetings to support staff development and ongoing explicit implementation in teaching and learning sequences.
- Differentiated learning opportunities provided within programs.
- The use of data (SMART, Best Start) to analyse student and whole school performance and inform planning.

School priority 3
Student Engagement and Attendance

Outcomes from 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.

Evidence of achievement of outcomes in 2014:

- School student attendance data improved slightly on 2013 data.
- Engagement was increased by units of learning from the new NSW Science Syllabus being trialled in all classes.
- Every student received recognition through the school’s award/reward system.

Strategies to achieve these outcomes in 2014:

- The continued implementation of proactive whole school welfare and wellbeing programs; including the implementation of restorative practices to resolve conflict.
- Continued opportunities provided to celebrate and recognise student attainment through the school’s reward system.
- The maintenance of an extended Transition to Kindergarten Program throughout term 4.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All key stakeholders commented about the positive rapport between students, parents and caregivers, and staff. Students look forward to coming to school each day. Respect as a core value of the school is appreciated by many.

Parents were generally satisfied with the school’s reward system in recognising students and promoting responsibility.

Students and parents are thankful that the school offers many and varied opportunities for students. High satisfaction and praise for the science initiative with Hoxton Park High School was again expressed.

Overall, there is significantly high happiness, appreciation and pride for Middleton Grange Public School expressed by students, parents and staff.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Middleton Grange Public School conducts annual comprehensive and rigorous evaluations to review current practices and support the effective design of the school plan.

A team of four substantive executive, one relieving Assistant Principal, one member of the extended Leadership Team and two teachers conducted evaluations. This included focus groups, classroom visits, team teaching, surveys, interviews, viewing of work samples, and analysis of external and internal data. An Instructional Rounds process was also undertaken.

At the end of 2013 and across 2014, evidence was collected on areas such as school satisfaction, culture and leadership; student wellbeing and engagement; Literacy and Numeracy learning and teaching; discipline and award and reward system; homework; reading comprehension; writing; working mathematically; assessment and feedback.

Parents and caregivers, staff and students were involved in focus groups in order to gather responses. All stakeholders responded to a series of questions and random samples of families from each class were individually contacted by telephone. All stakeholders agree that forums provide an excellent opportunity to voice opinions and provide feedback about student learning to guide future school directions.

Surveys featured too, and newsletter invitations provided opportunities for parents and caregivers to provide feedback to the School Evaluation Team.

Every student undertook a Student Wellbeing and Engagement Interview. Students were asked questions about success, engagement, feedback, learning and improvement.

Staff participated in extensive dialogue and collaborative practices about our school’s purpose, based on the “why” of Simon Sinek’s Golden Circle.
This collected evidence contributed to the development of the school’s vision statement and two key strategic directions in the areas of Wellbeing and Learning.

Our school purpose is to foster interdependent, hopeful, inspired and empowered citizens.

Strategic Direction 1: Wellbeing is consistently fostered and developed for all students to create a sense of belonging, equality, resilience, and collaborative and trusting relationships.

Strategic Direction 2: Learning is quality, inclusive and nurturing for all students to develop equitable access and provide connectedness, curiosity, choice and success.

The Middleton Grange Public School Plan 2015 – 2017 stems from the strategic directions and identifies explicit improvement measures. It forms the basis for the school’s improvement and development endeavours for the next three years, in partnership and consultation with parents, caregivers and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Hallie-Ann Baxter  Principal
Rachel Beard  School Admin Manager
Shaun Scott  P&C President

Year 6 Leadership Team
Carla Buscaino  Assistant Principal
Kimberley Sargent  Assistant Principal
Sarah Ings  Assistant Principal (Rel)
Rebecca Murray  Learning & Support Teacher
Lorraine Husarek  Teacher Librarian
Nicole Liveris  EAL/D Teacher
Bianca Turrin  Teacher
Mark Bimson  Sport Coordinator
Rosanna Fenato  Teacher
Alana Druitt  Teacher
Rosie Awad  Teacher
Support Unit Staff

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-schools.nsw.edu.au
School Code: 4647

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: