Middleton Grange Public School
Annual School Report 2013
School context

Middleton Grange Public 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 maintain the school for 25 years.

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

Principal’s message

The 2013 focus for Education Week was “Celebrating our Stories”. I’m proud to say we have a lovely Middleton Grange story!

Our story began in 2009 when we opened as Middleton Grange Public School and founded on proud Aboriginal and Australian history and achievement, particularly in the area of aviation. We continue to be daily advocates for public education.

Everyone’s wellbeing is the core theme of our Middleton Grange Public School story. Providing a safe and happy learning environment is central to all that we do here. We engender pride and encourage our students to be safe and respectful learners and citizens.

The growing chapters in our Middleton Grange story tell of our comprehensive programs in literacy, numeracy, technology, the arts and the environment; which all form an integral part of our quality, inclusive and nurturing teaching and learning cycle. Our story also has varied cultural and sporting endeavours as featured chapters.

I continue to be someone who finds strength, wonder, wisdom and hope in words. Part of our school’s story in 2013 has been the Native American thought of: “We do not inherit the Earth from our ancestors; we borrow it from our children”.

I’d like to acknowledge and thank you - our community of parents, caregivers, family members and friends – for your valued and active part to writing our story. Not only have we borrowed this Earth from our children; we have borrowed your children, and for this you have our sincere and heartfelt gratitude. We care deeply for your child. Their wellbeing and learning continues to be a responsibility we undertake with dedication and enthusiasm; thank you for entrusting them each day to our care.

In our Middleton Grange story, the heroes continue to be the staff. Individually and collectively they are hardworking, talented and genuine in their commitment to our school and our students. Our school’s story resonates with truth and quality, because our staff are treasured people who accomplish amazing things in learning every day.

I have commented many times how lucky I am, and how lucky our students are, to share our days with all of the staff at Middleton Grange Public School. Our school logo is an interdependent jigsaw that acknowledges and values the unique piece to the puzzle we each bring. Just as we celebrate each learner as different; likewise our staff is diverse and unique.

The staff author all things possible at our school. I value deeply the part each and every staff member brings to our school’s success. I commend them highly for the daily important work they do with our students. I thank them for awakening curiosity, igniting learning, exciting hope, and inspiring and championing our students.

Our Middleton Grange Public School story is dedicated to our students.

Each and every one of our students makes our world more awesome! Each and every one of our students is who we will send as a message to the future. Each and every one of our students will live their own story; and so we foster interdependence and a sense of hope at Middleton Grange Public School so that each and every one of our students may live a story of possibility and wonder and wisdom.

Together we are still writing the Middleton Grange Public School story; but it is an ongoing, joyous journey that I look forward to sharing with you all.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Hallie-Ann Baxter

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

No formal P&C or School Council yet exists.

Our parents and caregivers are highly active and inclusive members of our school’s community.

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

A P&C will be established in 2014.

**Student representative’s message**

This year we have had many highlights. It certainly has been a busy year for all of Year 6!

Camp is something we all loved. We also liked spending time with friends and making great memories.

The Cowpasture Community of Schools Concert was another highlight; we loved dancing with our partners to the music and we were so proud of all of us as a school.

Another highlight was going to Gala Days where we won lots of our games. We were so proud to represent our school at Zone carnivals this year, too.

Our Year 6 Fun Night with Movie Night was a great way for us to raise money and we had lots of fun at the same time.

We have all enjoyed taking on our leadership roles this year and feel that we have grown and matured into more positive role models for others. We are so proud of our charity work this year and feel happy to have contributed to the wider community and such worthwhile causes.

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

Middleton Grange Public School has taught us to have courage, hope, strength and confidence. We are proud to have achieved so many goals thanks to staff and students helping us along the way.

We have had so many fantastic times this year with classmates, friends and teachers; these are times we will not soon forget. Something we will all do is take lots of happy memories with us to high school.

**Year 6 Students**

**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 class grouping.

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

Female enrolments are slightly higher than male.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>12</td>
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<table>
<thead>
<tr>
<th>Students</th>
<th>Enrolments</th>
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<td>2007</td>
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<td>2012</td>
<td>200</td>
</tr>
<tr>
<td>2013</td>
<td>250</td>
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</tbody>
</table>

- Male
- Female
Student attendance profile

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

Our overall attendance from last year to this year has remained the same. Our school’s attendance profile is slightly lower than both Region and State.

Improving student attendance is an ongoing focus.

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>K</td>
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<td>89.5</td>
<td>95.2</td>
<td>93.6</td>
<td>97.3</td>
<td></td>
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<tr>
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<td>95.8</td>
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<td>93.7</td>
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<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
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<td>94.2</td>
<td>93.9</td>
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<tr>
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<td>94.0</td>
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<td>94.2</td>
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<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td></td>
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<tr>
<td>Total</td>
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<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

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

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

- Regular information regarding legal attendance requirements is communicated to parents/caregivers at 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.

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>7.106</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</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>4.772</td>
</tr>
<tr>
<td>Total</td>
<td>17.2330</td>
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</tbody>
</table>

Middleton Grange Public School had an allocation of 11.461 teaching positions in 2012. 0.2 equates to one day per week, and indicates a part-time position.

A second mainstream Assistant Principal position was established in 2013. In addition to an Assistant Principal Support there are now three executive positions (both with a fulltime teaching load), in addition to the Principal.

The 7.106 Classroom Teachers allocation equates to four mainstream and two support unit full-time, permanent classroom teacher positions.
The additional 1.106 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 0.806 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 a part-time 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.

The Australian Education Regulation, 2013 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 2013.

**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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>33%</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.

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<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>71,699.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>88,897.09</td>
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<tr>
<td>Tied funds</td>
<td>74,073.39</td>
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<tr>
<td>School &amp; community sources</td>
<td>62,731.87</td>
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<tr>
<td>Interest</td>
<td>2,521.45</td>
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<tr>
<td>Trust receipts</td>
<td>17,951.10</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>317,874.80</td>
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<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>3,323.40</td>
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<tr>
<td>Excursions</td>
<td>14,878.24</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>9,534.30</td>
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<tr>
<td>Training &amp; development</td>
<td>144.86</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>48,858.26</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>4,941.99</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td>Total expenditure</td>
<td>232,101.63</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>85,773.17</td>
</tr>
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</table>

A full copy of the school’s 2013 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 2013

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 for provide focused, targeted support to identified students.

In 2013, 24 students in Year 3 completed the NAPLAN in Literacy.

The data indicates that in 2013, our overall results in Reading were below State average.

100% of our Year 3 students achieved at or above minimum standard in Reading.

NAPLAN Year 3 - Writing

The data indicates that in 2013, our overall results in Writing were below State average.

100% of our Year 3 students achieved at or above minimum standard in Writing.
The data indicates that in 2013, our overall results in Spelling were slightly below State average.

95.8% of our Year 3 students achieved at or above minimum standard in Spelling.

The data indicates that in 2013, our overall results in Grammar and Punctuation were below State average.

100% of our Year 3 students achieved at or above minimum standard in Writing.

**NAPLAN Year 3 - Numeracy**

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 for identified students.

In 2013, 24 students in Year 3 completed the NAPLAN in Literacy.

In 2013, 24 students in Year 3 completed the NAPLAN in Numeracy.

The data indicates that in 2013, our overall results were below State average.

91.7% 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 for identified students.

In 2013, 22 students in Year 5 completed the NAPLAN in Literacy.

The data indicates that in 2013, our overall results in Reading were below State average.

90.9% 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 below State average.

The data indicates that in 2013, our overall results in Writing were below State average.

90.9% of our Year 5 students achieved at or above minimum standard in Writing.

The data shows that our average progress between Year 3 and Year 5 in Writing was below State average.
The data indicates that in 2013, our overall results in Spelling were slightly below State average. 86.4% 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 also slightly below State average.

The data indicates that in 2013, our overall results in Grammar and Punctuation were slightly below State average. 81.1% 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 well above State average.
NAPLAN Year 5 – Numeracy

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 for identified students.

In 2013, 22 students in Year 5 completed the NAPLAN in Numeracy.

The data indicates that in 2013 our overall results in Numeracy were below State average.

90.9% 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 above State average.

Other achievements

Arts

The Arts form an integral component 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 during term three in preparation for our Inaugural Art Gallery. They were exposed to various famous artists and their work. Students were guided and encouraged to create their own pieces using this knowledge to inspire them. Most families attended the Official Opening and the event was extremely successful. This will now become a biannual event for the school.

- The Cowpasture Community of Schools’ Concert in 2013 featured a wide variety of talented performers from across the eight schools. The concert offered a group of fifty Middleton Grange students the opportunity to develop their partner dancing skills in a Great Gatsby-inspired dance performance called “Grange Gatsby”. Our students were well-received with high praise from parents and caregivers.

- Students in years two to six had the opportunity, during sport sessions, to learn various dances such as The Heel and Toe Polka, Nutbush and Bus Stop. This developed students’ social and interaction skills; improving student relationships, respect for peers, spacial awareness and dance etiquette.

- Gus Gordon was our visiting author. He presented his work to our students and spoke about the process involved in being an author and illustrator. Gus responded to many questions from our students in an encouraging manner. He demonstrated his skills as an illustrator which had many students inspired and in awe of his ability.
Sport

Sport continues to have a high profile at Middleton Grange Public School. Throughout 2013, students were provided with the following opportunities, experiences and programs:

- Weekly physical education lessons and daily fitness activities to develop a range of fundamental movement and games skills.
- Values of good sportsmanship, fair play and active participation were actively encouraged and recognised through *I’m a Good Sport* tokens (as part of our assembly SRL Draw) and House Points Challenge.
- The Active After-school Communities Program, funded by the Federal Government, provided students for the fifth year with weekly 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 Oz Tag, netball, T-ball, soccer, volleyball and martial arts, Gaelic Football and tennis. The program continues to be well supported by many students and will return in 2014.
- 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.
- Four students represented at the District Swimming Carnival, six students represented at the Green Valley PSSA Athletics Carnival, and thirteen students represented at the Green Valley PSSA Cross Country Carnival. All students represented Middleton Grange Public School with pride.
- A Cowpasture Community of Schools’ Gala Sports Day was held in term three. 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 of team sports.
- A qualified gymnastics coach returned to the school to deliver weekly gymnastics lessons throughout term three. 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.

Significant programs and initiatives

Aboriginal education

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

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

The annual Cowpasture Community of Schools’ Combined Staff Development Day in term three provided a workshop presented by Sherrie Meyers. Sherrie is an Aboriginal teacher and is the Aboriginal Engagement and Connections Officer with the South Western Sydney Region Aboriginal Education Portfolio team. As a member of the Regional Aboriginal Education Portfolio team, Sherrie supports schools delivering professional learning opportunities for all staff in the area of Aboriginal Education which includes building cultural knowledge and understanding of Aboriginal people, connecting with Aboriginal communities and embedding Aboriginal culture through perspectives. Her main focus is to support schools in the delivery and action of The National Aboriginal and Torres Strait Islander Education Action Plan: 2010-2014 (ATSIEAP) by implementation of programs and initiatives through the plan’s priority domains of Readiness for School, Engagement and Connections, Attendance, Literacy and Numeracy, Leadership, Quality Teaching and Workforce Development and Pathways to Real Post-School options.

Sherrie’s workshop focus was on 8 Aboriginal Ways of Learning. This is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. In this way, focus can remain on core curriculum content while embedding Aboriginal perspectives in every lesson.

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

The Aboriginal Flag is flown daily at Middleton Grange Public School. ‘Acknowledgement of Country’ is observed at all school assemblies and events.

**Multicultural education**

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

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

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

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 and staff wore traditional cultural dress or orange (the colour used to symbolise harmony). Students shared many fun activities with their grandparent to promote respect, fairness and a sense of belonging for everyone.

**National partnerships and significant Commonwealth initiatives**

Middleton Grange Public School became involved in early 2013 in the Improving Literacy and Numeracy National Partnership (ILNNP). This is a 12 month initiative 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 ILNNP focus is literacy.

$22,855 in funding was received in 2013 as part of the initiative. It is anticipated that this initiative will continue in 2014, and further funds will be received.

In 2013, some of these funds were utilised to employ a Speech Pathologist. The Speech Pathologist worked across the school, focusing on language development to improve reading and comprehension skills. Staff members engaged with the speech pathologist to identify the needs of the students in their class with a particular focus on expressive and receptive language needs. A term-long program to support students’ language and comprehension development through links to current texts being explored in class was implemented in three classrooms. Staff also developed visuals in literacy to support students’ development of comprehension skills.

Other major initiatives undertaken as part of the ILNNP included:

- Teachers and students in year three to six were given intensive, weekly Focus on Reading (Super Six comprehension skills) teaching and learning opportunities. Demonstration lessons were given to explicitly teach each strategy and how it could be incorporated into daily teaching and learning plans.

- Students were given the vocabulary knowledge needed to express their thinking and the processes they use when reading and comprehending. They also developed their group work skills with the introduction of Literacy Circles. Students were given specific roles and shown how to present this to their peers.

- Team teaching opportunities were provided to support students in becoming increasingly autonomous during Guided and Independent Reading sessions.

- Collaborative planning, implementation, reflection, assessment and evaluation occurred. The Literacy Continuum was utilised for this.

- A range of assessment tools and strategies were developed for comprehension, including pre and post-tests. One of the aims of these assessments was to identify what knowledge, skills and vocabulary was present prior to the demonstration lessons and then as a result of the explicit instruction and team teaching opportunities. Growth was evident for the majority of students in their comprehension skills indicating the need to continue the ILNNP initiatives in 2014.
Other Programs

Student Leadership

In 2013, our school’s fourth 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 GRIP Leadership Workshop 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 2013, Middleton Grange Public School continued to be proudly represented by our Public Education Ambassador at both school and regional events.

Programs for students with additional educational needs

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

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 2013, students 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.

Library Programs

Read Across the Universe was the Children’s Book Council of Australia’s Book Week theme in 2013 and at Middleton Grange Public School we took every opportunity to read across our school life. We celebrated Library Lovers Day with a wonderful opportunity for students to listen to staff members read their favourite picture book and share why it was so important. The students delighted in this shared time together, sitting on picnic blankets and reading across the school.

In Term 2 the six library monitors were guests at the Sydney Writer’s Festival and were engaged in listening to authors and illustrators share how their ideas are formed. This was a springboard of conversation in the school and led Middleton Grange Public School to become active members of Kids Own Australian Literature Awards (KOALA) Ceremony Day at Newington College, Stanmore. Year Four students voted on these awards and were proud to be audience members at the announcement ceremony in October.

2013 saw an increase in the number of students who successfully completed the Premier’s Reading Challenge; with 100% of Support Classes and Kindergarten to Year 2 students, and 78% of primary students. We look forward to this challenge continuing in 2014, with greater numbers of student logging on from home.
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.

School planning 2012—2014: progress in 2013

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 progress towards outcomes in 2013:

- Professional learning was provided in Best Start and the Focus on Reading (FoR) Super 6 comprehension strategies. This included timely professional development in these areas for new staff.
- All staff participated in targeted professional learning aligned to school targets and engaged in sustained reflective and analytical professional conversation each term; especially in regard to the new NSW English K-6 Syllabus.
- Student learning needs were 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 was updated once a term and ELPs generated.
- Student learning achievement was continued to be updated annually on the school tracking system.

Strategies to achieve these outcomes in 2014

- Eligible year 1 students for the Reading Recovery Program were identified. 100% of identified students achieved required benchmarks for the program.
- Websites, ideas and strategies (including FoR Super 6 comprehension strategies) were published in the school newsletter.

- The development of a whole school approach to reading, comprehension and quality teaching. This will be led by the executive team and the approach will include the implementation of focused assessment and feedback strategies to gauge student understanding of the “super six strategies”.
- Modelled and guided lessons for staff new to Focus on Reading will be provided by the executive through a mentoring/coaching role.
- The Learning Support Team staff will continue to undertake communication and three-weekly collaborative planning with class teachers.
- Reflective conversations will be scheduled following lessons to support staff development and ongoing explicit implementation in teaching and learning sequences.
- A Speech Pathologist will continue to be engaged to support language development of identified students, and provide comprehensive staff professional learning across the year.
- Parent workshops will be conducted to define syllabus outcomes and provide ideas and activities for support-at-home.
- Meaningful feedback processes will be developed for students and parents regarding learning and development.
- Differentiated learning opportunities within programs will be explicitly documented.
- Ongoing purchasing of appropriate resources to support teaching and learning programs will occur.
- Training in the use of data (SMART, Best Start) to analyse student and whole school performance and inform planning will be provided.

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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 progress towards outcomes in 2013:

- Student learning needs were 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 was updated once a term and ELPs generated.
- Student learning achievement was continued to be updated annually on the school tracking system.
- All staff participated in targeted professional learning aligned to school targets and engaged in sustained reflective and analytical professional conversation each term.

Strategies to achieve these outcomes in 2014:

- Rich assessment tasks will be developed and embedded into teaching and learning practice.
- Vocabulary-rich mathematics lessons will be implemented.
- Timely professional development will be 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 will continue to undertake communication and three-weekly collaborative planning with class teachers.
- Reflective conversations will be a regular part of stage team meetings to support staff development and ongoing explicit implementation in teaching and learning sequences.
- Parent workshops will be conducted to define syllabus outcomes and provide ideas and activities for support-at-home.
- Meaningful feedback processes will be developed for students and parents regarding learning and development.
- Differentiated learning opportunities within programs will be explicitly documented.
- Ongoing purchasing of appropriate resources to support teaching and learning programs will occur.
- Training in the use of data (SMART, Best Start) to analyse student and whole school performance and inform planning will be provided.

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 progress towards outcomes in 2013:

- Student attendance data remained consistent with 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.
- Restorative circles were implemented in all classrooms to provide the language and skills that support and enhance student wellbeing and to increase student voice.
- An extended Kindergarten Transition Program throughout term 4 was maintained with home-school partnerships enhanced and increased school readiness promoted.

Strategies to achieve these outcomes in 2014:

- Student attendance data remained consistent with 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.
- Restorative circles were implemented in all classrooms to provide the language and skills that support and enhance student wellbeing and to increase student voice.
- An extended Kindergarten Transition Program throughout term 4 was maintained with home-school partnerships enhanced and increased school readiness promoted.
- Continue to maintain the implementation of consistent and proactive whole school welfare and wellbeing programs; including the implementation of restorative circles in classrooms.
- Improve staff skills, knowledge and understanding in innovative information and communication technologies use through strategic and comprehensive professional learning.
- Continue to provide opportunities to celebrate and recognise student attainment through a consistent and sustainable reward system across the school.
- Maintain the model of an extended Transition to Kindergarten Program throughout term 4.

Professional learning

All teaching and school support staff were involved in comprehensive professional learning throughout 2013.

The total school budget spent on professional learning (from combined teacher professional learning funds and school budget) was $10,221 with the average expenditure per staff member being $511.

In 2013, there was a new scheme teacher 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.
- A staff member continued as the Region’s small schools’ representative for the Curriculum Collaborations Extension Project and supported staff in comprehensive and regular professional learning and implementation of the new NSW Board of Studies Science and English Syllabuses.
- Two staff members participated in a Regional Initiative on Spirals of Inquiry (SOI). SOI provides a descriptor of a quality process for improvement, innovation and change. This professional learning was supported by two visiting Canadian educators who were the authors of SOI.
- 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: multicultural perspective from an author/social commentator, the new NSW English K-6 Syllabus, communication from a Speech Therapy perspective, rhythm and drumming, Aboriginal Ways of Learning, and writing from an author’s perspective.
- Attendance by the Computer Coordinator at the annual ICT conference. Support was also provided by the Regional Technology Advisor.
- A staff member concluded the two-year training to become an accredited Reading Recovery Teacher. Reading Recovery is a beneficial program that provides individualised, strategic support to students who require extra help in reading and writing. It is an opportunity only available to Year One students. This program is designed to build and further develop the skills and knowledge students already possess through daily lessons for a period of ten to twenty weeks.
- Emergency Care and CPR, and Emergency and Evacuation Procedures, updates were undertaken by all school personnel.
- The Principal attended professional learning and leadership opportunities, including the South Western Sydney Regional Conferences and the Primary Principal’s Association’s State Conference.

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 2013.
Parent/caregiver, student, and teacher satisfaction

In 2013, 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. This rapport was described as welcoming, friendly, approachable and happy.

Parents were generally satisfied with the feedback between school and home. Some respondents requested more allocated “catch-up” times across the year to speak face-to-face or via the phone.

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 expressed.

Parents requested overviews of learning strands and specific topic vocabulary be provided to be able to further assist their children at home.

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

Program evaluations

Background

The school has had an explicit, systematic and ongoing focus to implementing consistent and proactive welfare and wellbeing practices and programs.

In 2013 the school wanted to get direct responses from all students at the school. Every student undertook a Student Wellbeing and Engagement Interview. Students were asked 5 questions about success, engagement, feedback, improvement and feeling good at school.

Findings and conclusions

- 91% of students interviewed (159) were able to name two adults that believe they will be a success. To foster a belief in an individual’s abilities by and from others is essential to the development of self-esteem and self-worth over time. Students gain empowerment through the nurturing support and belief of adults and others.

- 35.5% of student responses focused on learning as the reason for school work. Students are not making direct links with how they use their learnt knowledge and skills in the classroom in the ‘real’ world. The application or link from school work/learning to outside the classroom walls is possibly not as explicit as it could be. An understanding of why you are learning is essential in connecting and engaging students in learning over time. To feel as though you belong to an environment, class or team purpose is essential.

- 58% of student responses were that feedback was from the teacher only, whilst only 31.2% of student responses were recorded as examples of peer to peer feedback. Honest and reliable feedback according to criteria contributes to effective learning relationships that build trust, rapport and equity among and for students.

- 33% of student responses were that the teacher indicated improvements, whilst only 23% of students were able to self-assess areas for improvement. To understand areas that we can improve in and feel empowered to make changes (contributing to wellbeing) we need to adequately identify and reflect upon self-improvement.
• 58.8% of students named a relationship with a peer or teacher as what made them happy at school. Relationships with others are a large contributing factor to happiness and therefore success at school.

Future directions

• Continue the high percentage of students who believe others think they can be successful by maintaining the implementation of consistent and proactive whole school welfare and wellbeing programs; including the implementation of restorative circles in classrooms.

• The importance of increasing students’ engagement is students developing an understanding of why they learn and how that learning is relevant by implementing the new NSW K-6 Syllabuses in English and Science, and making real life connections explicit.

• Peer to Peer Feedback is essential in ensuring that students’ behavioural engagement is high when learning by providing essential and appropriate feedback through consistent and whole school feedback processes.

About this report

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

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