2010 Annual School Report
Middleton Grange Public School
NSW Public Schools – Leading the way
Our school at a glance

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

The school (opened in 2009) is part of the New Schools Public Private Partnership Program, and has been designed with best environmental practice in mind. The partnership required the private consortium to finance, design and construct the school on the Department of Education and Training’s owned land. The private consortium will now maintain the school for the next 26 years.

Middleton Grange Public School has been founded on proud Aboriginal and Australian history and achievement, particularly in the area of aviation.

Together, our students, staff and families are building and creating the foundations of culture, learning, behaviour, leadership and community for Middleton Grange Public School.

Students

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

Diversity of cultural heritage is acknowledged and respected and approximately 50% of students enrolled come from a language background other than English.

In 2010, Middleton Grange Public School had a total enrolment of 73 students representing 55 families.

Staff

Staff are enthusiastic, experienced and dedicated to supporting each student to achieve positive learning outcomes through quality teaching, and to be equipped for their future learning.

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

Messages

Principal’s message

2010, and its many accomplishments and events, has been a credit to the spirit and talent of our entire school community. This is a thought that has resonated with me many times throughout the year, so I want to take this opportunity to acknowledge the spirit and talent of our students, community and staff.

I have enjoyed welcoming back our 2009 Foundation Students, as well as meeting our many new students and their families across this year – it is my hope that you all continue to enjoy your journey here with us.

I am a proud principal - our students daily embody our school’s behaviour statement of “I am a safe and respectful learner”; our students daily greet learning with enthusiasm and commitment; and our students daily show care and consideration for others. Thank you to the students for each bringing your own unique piece of the puzzle to our Middleton Grange Public School jigsaw.

I would like to acknowledge the parents, caregivers and community of our school. Many things would not be possible without the ongoing support that you offer – to your children and to our school. The partnership we share is deeply appreciated.

Just as we have welcomed new students in 2010, we have also welcomed new staff members to our school this year. I continue to be very lucky - the staff at Middleton Grange Public School is a group of individuals whose collective wisdom both inspires and teaches me. The staff each have my heartfelt thanks.

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 existed in 2010.

Our community is active and inclusive. We recognise the vital partnership between home and school in achieving growth and development for all individuals.

We look forward to the establishment of a P&C over time as the school population continues to grow.

Student representative’s message

I am a new student to Middleton Grange Public School in 2010. Everyone has made me feel comfortable like it’s my home.

I think everyone is respectful and caring, and everyone makes it fair at Middleton Grange Public School.

In 2010 there has been lots of opportunities and activities for us.

Some of our events and activities have been –

- Singing and dancing at our Combined Schools’ Concert
- Gala Sports Days
- Play-time and buddy activities with the Support Unit students
- Athletics Carnival

I love being at Middleton Grange Public School!

Kyrah Walsh, Student Representative

Student context

Student information

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

Student enrolment profile

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

The school has been established as part of a new and developing suburb and therefore our enrolment numbers will continue to increase significantly. It is anticipated that the future total school population will reach over 400.

Our enrolment profile for the past two years shows greater male student numbers.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>41</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>35</td>
</tr>
</tbody>
</table>

Student attendance profile

Our school’s attendance profile for 2009 and 2010 is displayed by the following table and graph.

The information shows an increase of 2.1% in attendance from last year to this year. However, our attendance rate remains slightly below both Region and State levels.

The improvement of student attendance will be a continued focus in 2011.
Management of non-attendance

Middleton Grange Public School monitors the attendance of our students on a regular basis.

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

- Parent contact (verbal and written) when an explanation for absence has not been received.
- School procedures in place to manage partial absences, including parent contact to discuss reasons.
- Regular attendance requirements and information communicated through the newsletter.
- Recognition of regular attendance and punctuality through our school merit system.
- Contact and referral to the Home School Liaison Officer (HSLO) when required. The HSLO also presents attendance requirements and information during the school’s Kindergarten Orientation program.
- The provision of quality and engaging programs of learning in all curriculum areas to promote regular attendance.

Class sizes

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

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSTANG</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>MUSTANG</td>
<td>4</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>MUSTANG</td>
<td>5</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>MUSTANG</td>
<td>6</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>SPITFIRE</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KINGFISHER</td>
<td>1</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>KINGFISHER</td>
<td>2</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>KINGFISHER</td>
<td>3</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>

Structure of classes

The mainstream school population was organised into three class groupings in 2010 – Kindergarten and two multi-age classes (1/2/3 and 3-6). As the year progressed, further enrolments were taken into these class groupings increasing each class slightly.
**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.59</td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.556</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12.74</strong></td>
</tr>
</tbody>
</table>

Middleton Grange Public School had an allocation of 8.39 teaching positions in 2010. The fractional staffing components indicate part-time positions where 0.2 equates to one day per week.

An Assistant Principal Support became the first executive position in 2010, in addition to the Principal.

The teaching staff was supported by a full-time School Administrative Manager and a part-time School Administrative Officer (0.2). Three School Learning Support Officers work with students in the Support Unit. A further allocation for administrative support (0.35) was received through Unique and Emergency Allocation and New and Developing Schools Allocation.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

According to available information, there were no Indigenous staff members employed at Middleton Grange Public School in 2010.

**Staff retention**

The 2009 teaching staff was retained for 2010, with an increase in teaching and support staff for the establishment of an additional mainstream and special education class at the school.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0%</td>
</tr>
</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>20 281.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>85 315.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>53 483.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>27 219.34</td>
</tr>
<tr>
<td>Interest</td>
<td>2 048.19</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 464.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>191 812.55</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15 908.43</td>
</tr>
<tr>
<td>Excursions</td>
<td>3 324.69</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>21 550.31</td>
</tr>
<tr>
<td>Library</td>
<td>4 892.59</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7 305.16</td>
</tr>
<tr>
<td>Tied funds</td>
<td>46 215.06</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>19 004.01</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>31 980.22</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4 114.94</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2 363.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>156 658.81</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>35 153.74</strong></td>
</tr>
</tbody>
</table>

Further details concerning the school’s financial statement can be obtained by contacting the school.

School performance 2010

Middleton Grange Public School remains committed to the provision of comprehensive programs in literacy, numeracy, technology, the arts and the environment. Varied cultural and sporting endeavours are also a feature of the school.

Achievements

Arts

In 2010, students were supported in the area of the Arts through participation in the following opportunities, experiences and programs:

- Participation in ongoing Creative and Practical Arts programs in the areas of music, visual arts, dance and drama. Students developed skills in the areas of appreciation, performance abilities and artistic techniques.

- A presentation by well-known and award-winning children’s author and artist Narelle Oliver. Students heard about her life as an author and artist, and her fascination and appreciation for the natural world (a feature of her book content). Students were highly engaged by Narelle’s demonstration of her lino-cutting techniques which form the basis of her book illustrations. A signed lino-cut print was presented to our school and is now featured on display in our Library.

- Participation in a five-week dance program, delivered by Footsteps. A variety of dance styles were taught, including hip hop and partner dancing. This culminated in a whole school disco, where students enthusiastically showcased their new dance moves.

- Involvement in craft lessons during Term Four as part of our Christmas celebrations. Students were able to create gifts including decorations, artwork for a calendar and cooking.

- The Inaugural Cowpasture Community of Schools’ Concert featured varied, talented performances from students across the eight schools. A focus for the concert was to provide smaller schools like ours a chance to perform on a big stage in front of a large audience. Our Kindergarten students performed a dance/movement item to
music from The Lion King (dressed in spectacular lion cub costumes); and our years one to six students sang two songs as a choir. The students were congratulated by many proud family and staff members in the audience at the concert. This event was a great success and will continue in 2011.

- Performing as part of a class group at regular assemblies and at official school events including Presentation Assembly.
- Attendance at a Musica Viva in Schools performance by Mara! The Musica Viva In Schools program presents live, high quality music to students in schools. Mara! is a world ensemble of five performers who blended vocals and instruments from many countries, with a jazz improvisation focus. The students found the performance enjoyable and were able to interact with the performers.

**Sport**

In 2010, students were supported in the area of sport through participation in the following opportunities, experiences and programs:

- Participation in weekly physical education lessons, and regular fitness activities, to develop a range of skills, including games skills.
- The Active After-school Communities Program, funded by the Federal Government, provided students with access to twice-weekly (across four terms) 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 martial arts (karate), golf and basketball. The program was well supported by many students. This worthwhile initiative will continue in 2011.
- Two students represented at the Zone swimming carnival and five students represented at the Zone cross country carnival. All students represented Middleton Grange Public School with pride.
- Participation in three Cowpasture Community of Schools’ Gala Sports Days. Kindergarten to year two students participated in age-appropriate, fun activities with other infants students. Students from years three to six competed against seven other schools in a round-robin competition in netball and newcombeball. Both our junior and senior teams, in both sports, were the overall winners for the term three gala day.
- A financial grant from the Gary Walden Trust, an organisation supporting students with special needs in the South Western Sydney Region, enabled our Support Unit students to participate in a weekly gymnastics lesson over two terms. During term four, all students in all classes had a weekly lesson. These lessons were conducted by a gymnastics coach. Students used a variety of apparatus and equipment. They participated in activities to strengthen muscles, improve flexibility and movement; with a focus on balance and control.
- Participation in the Premier’s Sporting Challenge for the second time, by all students in all classes across the school. The aim of the challenge is to have more students, more active, more of the time.
- A seeding grant funded through the Premier’s Sporting Challenge, and additional funding received from the Australian Sport Commission as part of the Active After-school Communities Program, enabled the purchase of a variety of equipment, across a range of skills and games.

**Other**

**Student Leadership**

In 2009, there were no students enrolled in year six. Therefore in 2010, we have had our first School Leadership Team. Each year six student held an individual leadership role within the school. Roles were developed in the following areas: communication, conservation, the environment, finance, health and safety, sport, technology and welfare. Our Inaugural Leadership Team undertook their responsibilities with pride and commitment.

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 2010, Middleton Grange Public School has been proudly represented by our second Public Education Ambassador at both school and regional events.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
In 2010, four students in Year Three sat the NAPLAN in Literacy.

Numeracy – NAPLAN Year 3
In 2010, four students in Year Three sat the NAPLAN in Numeracy.

Literacy – NAPLAN Year 5
In 2010, five students in Year Five sat the NAPLAN in Literacy.

Numeracy – NAPLAN Year 5
In 2010, five students in Year Five sat the NAPLAN in Numeracy.

Progress in literacy
2010 was the second year that the school participated in the NAPLAN. Growth data will not be available until 2011. Trend data indicates we are performing below both Region and State level.

Progress in numeracy
2010 was the second year that the school participated in the NAPLAN. Growth data will not be available until 2011. Trend data indicates we are performing below both Region and State level.

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010
Due to the small size of the school and the number of students in Year Three sitting the NAPLAN, the performance of these students against the benchmarks is not reported.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010
Due to the small size of the school and the number of students in Year Five sitting the NAPLAN, the performance of these students against the benchmarks is not reported.

Significant programs and initiatives

Aboriginal education
Our school presents all students with the opportunity to participate in explicit lessons (taught during Human Society and its Environment) to expose students to Aboriginal history and culture, and current Aboriginal Australia.

Middleton Grange has three Aboriginal students which reflect 3.54% of our student population.

The Cowpasture Aboriginal Education Committee is comprised of at least one member of staff from each of the eight Cowpasture Community of Schools. The committee met each term to discuss how Aboriginal education could be promoted, and implemented more effectively, across our schools. In term two, the committee held a combined professional learning session, hosted at Badgerys Creek Public School, to introduce the Aboriginal Education and Training
Policy. The meeting was attended by Mr Alf Trindall, the president of the Liverpool Aboriginal Education Consultative Group (also a member of the committee in 2010), and the School Education Director for Hoxton, Mr Ray Palmer. Staff were engaged and supported in sustained discussion about improving the results for our Aboriginal students.

As part of our Cowpasture Community of Schools’ combined staff development day in term three, a keynote speech and workshop was delivered by Brian Giles-Brown, the National Schools’ Coordinator of Dare to Lead. The focus for his presentation was about bridging the gap between the achievement levels of Aboriginal and non-Aboriginal students. As part of his National Schools’ Coordinator role, Brian also challenged stereotypes and shared success stories from schools around Australia.

At Middleton Grange Public School, ‘Acknowledgement of Country’ is observed at all assemblies.

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.

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

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

Respect and responsibility

The values of respect and responsibility underpin all that we do at Middleton Grange Public School. The school’s well-being and discipline policy engenders pride, is based on the core values of New South Wales Public Schools (integrity, respect, responsibility, cooperation, excellence, fairness, participation, democracy and care), and encourages students to be safe and respectful learners and citizens.

We regularly acknowledge and celebrate the achievement and effort of all students. Fortnightly assemblies provide the opportunity for students to be recognised and celebrated through performance, public speaking, merit awards and a “safe and respectful learner” draw. Our annual presentation assembly also recognises students with Safety, Respect and Learning Awards.

Throughout 2010, students were further supported in the area of Respect and Responsibility by the following opportunities, experiences and programs:

- The importance of respect and responsibility is embedded in all teaching and learning programs.
- Our three School Leaders attended the Halogen Foundation’s Young Leader’s Day. The focus of the day was on leadership skills, qualities and values.
- Students sing both verses of the National Anthem at assemblies and formal events.
- The Australian and Aboriginal Flags are flown daily.
- Observation of events such as ANZAC Day with a formal, community commemoration assembly.
- The New South Wales Government Schools’ Core Rules are promoted and displayed within the school.

Connected learning

A Connected Classroom was installed in 2010. The Computer Coordinator attended a two-day inservice about this project to extend skills and expertise in this area.

Further, an additional interactive whiteboard was installed in a classroom, enabling all mainstream classes to have access to this technology.

Staff attended professional learning to further skills and expertise in the area of Information and Communication Technologies.

As part of our term three Combined School’s staff development day, teachers had the opportunity to undertake a workshop focusing on effective use of the interactive whiteboard to support teaching and learning programs in mathematics. This workshop was conducted by a Regional Consultant.
Other programs

Programs for students with additional educational needs

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

Middleton Grange Public School opened in 2009 with two support classes for students with autism and/or moderate intellectual disability. In 2010 we established a third, multi-categorical support class. This new class commenced with an Assistant Principal Support and School Learning Support Officer.

All students work towards goals identified in their Individual Education Program.

Twenty-two students and their families are an integral part of our learning community.

Progress on 2010 targets

The 2010 targets for improvement were set in three strategic directions: literacy, numeracy, and student engagement and attendance.

Target 1

Improve student outcomes in literacy.

All students from Kindergarten to Year Six were provided with planned and explicit teaching and learning activities with daily opportunities to develop, practice and consolidate literacy skills.

Our achievements include:

- Best Start Early Learning Plans were developed, implemented and regularly reviewed for all students in Kindergarten. This facilitated individualised learning for Kindergarten students, focused at the point of need.
- Best Start results in Kindergarten show that 88% of students are achieving at or above the benchmarks in the area of Literacy. 72% achieved at or above the benchmark in phonics, with 61% in reading and comprehension.
- Guided reading and writing sessions were maintained as part of a daily, balanced literacy session.
- Teacher capacity to deliver explicit teaching and learning programs in the area of reading and comprehension has been strengthened through involvement in the professional learning program “Focus On Reading”.
- Literacy partnerships between home and school were developed through the home reading program and by regular parent helper support in classrooms during semester two.
- Classroom practice demonstrates Quality Teaching elements embedded within teaching and learning programs.

Target 2

Improve student outcomes in numeracy.

All students from Kindergarten to Year Six were provided with planned and explicit teaching and learning activities with daily opportunities to develop, practice and consolidate numeracy skills.

Our achievements include:

- Best Start Early Learning Plans were developed, implemented and regularly reviewed for all students in Kindergarten. This facilitated individualised learning for Kindergarten students, focused at the point of need.
- Best Start results in Kindergarten show that 83% of students are achieving at or above the benchmark in arithmetical strategies. 88% of students achieved the benchmark in patterns and repeated units, and 77% in forward number word sequences.
- Internal data has shown that short, explicit focused lessons in numeracy through the Targeting Early Numeracy (TEN) program has supported students to achieve the benchmark, or above, in arithmetical strategies. Students demonstrated improved working mathematically outcomes throughout the year, with 88% of students
able to express the mathematical processes they utilized.

- Staff are demonstrating greater confidence and competency in the use of SMARTDATA and measures such as the Best Start Early Learning Framework and Count Me In Too and Counting On Frameworks to measure and assess student learning needs.

- A school scope and sequence was developed for each stage in consultation with a Regional Curriculum Portfolio Consultant.

- Purposeful resources, particularly in the area of Count Me In Too, were developed and available for use for all teachers.

- Programming and classroom practice demonstrates Quality Teaching elements and Working Mathematically language embedded within teaching and learning programs.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Culture and Creative and Practical Arts.

**Educational and management practice**

**Culture**

*Background*

As a new and developing school with a growing population an ongoing need exists to re-focus to the school’s culture. A voluntary survey (parents and staff), and student surveys, was used to gather and analyse responses. All staff and mainstream students completed the written survey and eight responses were received from families.

*Findings and conclusions*

The findings from students, parents and staff continue to be positive with 100% of responses indicating a high level of agreement to the school’s culture being inclusive and supportive.

All key stakeholders agree that a strength of the school is an effective culture that values learning and promotes cooperative relationships.

A small number of students identified a need for increased knowledge of learning expectations and future learning goals.

**Future directions**

- Continue to build relationships of mutual trust, respect and open communication; and heighten opportunities for the school community to voice their opinion through surveys and forums.

- Maintain a clear focus to the school’s purpose, framework and goals; and seek feedback to the school’s foundation statements to ensure all stakeholders have ownership and input.

- Provide support and opportunities for future learning based on quality feedback and student self-monitoring.

**Curriculum**

**Creative and Practical Arts**

*Background*

Creative and Practical Arts is one of the six Key Learning Areas. Quality learning experiences in visual arts, music, dance and drama are designed to cater for all students’ creative needs. In 2010 a variety of experiences and opportunities were offered, including: a Musica Viva in Schools concert, a Combined Schools’ Concert, dance lessons from a qualified instructor, an author/illustrator visit, regular school performances, class-based creative and practical arts programs.

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

*Findings and conclusions*

The responses from parents, students and staff were very positive. Comments indicated that varied and regular opportunities in all areas of the creative and practical arts is highly valued.

Further, parents and students indicated this is an area of interest and engagement, and students willingly provide spontaneous feedback about their enjoyment of creative and practical arts experiences and opportunities.
There is a need to provide more clear information to parents about the Creative and Practical Arts syllabus. Staff also indicated a need to increase equipment and resources to teach this curriculum area.

**Future directions**

- Provide ongoing opportunity for students to experience and actively participate in a range of regular creative and practical arts experiences and activities.
- Further strengthen the resources available to support and complement teaching and learning programs in this curriculum area.
- Deepen understanding of the Creative and Practical Arts syllabus, and available resources and equipment, through regular communications including: newsletter, information forums and meetings.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Parents and staff were invited to submit responses through written surveys. Students participated in a discussion forum with their teacher.

Their responses are presented below.

- Middleton Grange Public School is a place that the overwhelming majority of students, parents and staff enjoy learning and working alongside each other each day.
- A focus on student learning success, supportive welfare practices and academic and social development are seen as strengths of the school.
- Relationships between students, staff and parents are seen as positive, inclusive, friendly and welcoming.

Overall there is high appreciation, enthusiasm and pride for Middleton Grange Public School being expressed by students, parents and teachers.

**Professional learning**

All staff – teaching and school support staff – were involved in extensive professional learning throughout 2010. Professional learning was aligned to the school’s targets of literacy, numeracy, engagement and quality teaching.

The total school budget spent on professional learning (from combined teacher professional learning funds and school budget) was $9797.96 with the average expenditure per staff member being $753.69.

Professional learning experiences included:

- Participation in four staff development days, aligned to school targets.
- Participation in a combined schools’ staff development day in term three, along with 90 participants from eight schools in the Cowpasture Community of Schools. The professional learning sessions were directly linked to Community of Schools’ targets, with topics including: raising expectations, engagement, Aboriginal Education and the Australian Curriculum.
- Attendance at a combined learning experience on the Aboriginal Education and Training Policy.
- Support from a Curriculum Portfolio Consultant during Semester Two in the area of working mathematically. Schools received targeted support for the whole staff team in a school identified area of mathematics. In addition, teachers worked in stage teams across the Cowpasture Community of Schools to develop a greater understanding of the working mathematically strands of the syllabus and how these and language are embedded into teaching and learning.
- Attendance at regular Network Meetings by the Support Teacher Learning Assistance and Computer Coordinator. Support was provided by the Regional Technology Advisor and personnel from the Learning Assistance Team.
- Participation in Positive Partnerships, delivered by Autism Australia. This professional learning program was undertaken by three Support Unit Teachers and required a school-based action research.
• Comprehensive training in the Focus on Reading professional learning program was commenced from Semester Two by four staff members. This program will continue until mid-2012. The program is being delivered collegially across three schools.

• Regional support provided by the Focus on Reading facilitator, Targeted Early Numeracy facilitator, a Curriculum Portfolio Consultant, and the Literacy and Numeracy Leader for Hoxton throughout the year.

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

• Principal conferences, including attendance at the South Western Sydney Regional Conferences and State Conference.

• In 2010, Middleton Grange Public School had one New Scheme Teacher working towards accreditation, two teachers maintaining accreditation, and two beginning teachers.

School development 2009 – 2011

The School Plan for 2009 to 2011 reflects identified school needs and directions, with consideration to state and regional focus areas.

2009 to 2011 priority areas are –

• Literacy  
• Numeracy  
• Student Attendance and Engagement

Targets for 2011

2011 targets reflect current educational needs and are a result of the school’s ongoing evaluation. Three targets have been set for 2011.

Target 1

*Improve student outcomes in literacy.*

Strategies to achieve this target include:

• Target professional learning for all staff aligned with school targets.

• Continue implementation of Best Start to identify the literacy needs of Kindergarten to year two students.

• Continue participation in *Focus on Reading* for mainstream teaching staff.

• Implement Reading Recovery for identified year one students.

• Design a sustainable, whole school assessment and monitoring schedule.

• Develop stage exit benchmarks for reading and writing.

• Strengthen literacy partnerships between home and school through parent workshops each semester and dissemination of information through newsletter. Maintain information sessions and parent support through classroom volunteers.

Our success will be measured by:

• 100% of Year 3 and Year 5 students performing at or above the National minimum standards.

• Increased number of students in years 3 and 5 performing in the higher bands.

• 100% of all Year 5 students achieving growth at or above state average.

• Increased number of students achieving expected outcomes from 2010 data.

• Teaching and learning programs demonstrating current practice and quality teaching, and reflecting *Focus on Reading* professional learning.

• Staff using a range of data to inform programming.

Target 2

*Improve student outcomes in numeracy.*

Strategies to achieve this target include:

• Target professional learning for all staff aligned with school targets.

• Continue implementation of Best Start, Targeted Early Numeracy and Count Me in Too to identify the numeracy needs of Kindergarten to year two students.

• Continue implementation of Counting On to identify the numeracy needs of stage two and three students.

• Trial and evaluate school scope and sequence.
• Strengthen existing teaching and learning programs by embedding working mathematically language and strands of the syllabus.

• Design a sustainable, whole school assessment and monitoring schedule.

• Develop stage exit benchmarks for numeracy.

• Strengthen numeracy partnerships between home and school through parent workshops each semester and dissemination of information through newsletter. Maintain information sessions and parent support through classroom volunteers.

Our success will be measured by:

• 100% of Year 3 and Year 5 students performing at or above the National minimum standards.

• Increased number of students in years 3 and 5 performing in the higher bands.

• 100% of all Year 5 students achieving growth at or above state average.

• Increased number of students achieving expected outcomes from 2010 data.

• Teaching and learning programs demonstrating current practice and quality teaching, and reflecting professional learning.

• Increased engagement of students in activities that develop deeper understanding of language based mathematical concepts.

• Staff using a range of data to inform programming.

**Target 3**

*Increase student engagement and attendance.*

Strategies to achieve this target include:

• Utilise information and communication technologies (including interactive whiteboards, desktops and the connected classroom) to increase student engagement.

• Continue to provide opportunities for staff to develop and extend their skills and confidence in teaching information and communication technologies.

• Maintain student well-being practices (including recognition for regular attendance and punctuality), and school procedures for monitoring and following up student absences.

• Engage the support of the Home School Liaison Officer where appropriate.

• Disseminate attendance requirement information through the school newsletter on a term basis.

Our success will be measured by:

• Teachers embedding information and communication technologies in teaching and learning programs on a regular basis.

• Student attendance data is increased by 1% on 2010 data, and student attendance rate is more closely aligned to regional and state average.

**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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr