Middleton Grange Public School, its students, staff and community are proud advocates for public education.
The school is committed to providing a safe and happy learning environment.
We recognise the vital partnership between home and school in achieving growth and development for all individuals.
All our staff meet the professional requirements for teaching in NSW Public Schools. 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.

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

Middleton Grange Public School is in the Macarthur group of schools within the Ultimo Network of NSW DEC. The 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 six other local schools (Austral, 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.

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.

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.
Purpose:
To create a sense of belonging, equality, resilience, and collaborative and trusting relationships.

Purpose:
To develop equitable access and provide connectedness, curiosity, choice and success.

**STRATEGIC DIRECTION 1**

**Wellbeing**

Wellbeing is consistently fostered and developed for all students.

**STRATEGIC DIRECTION 2**

**Learning**

Learning is quality, inclusive and nurturing for all students.
**Strategic Direction 1: Wellbeing is consistently fostered and developed for all students.**

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>To create a sense of belonging, equality, resilience, and collaborative and trusting relationships.</td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong> Students, Staff and Parents/Carers: Create and maintain caring and safe relationships through trust, acceptance and honesty. Students: Recognise the individual differences and needs of others. Staff: Engage staff in effective collaborative practices. Staff: Foster students’ capacity to persevere, self-reflect, be flexible and problem solve cooperatively. Staff and Parents/Carers: Provide opportunities to recognise and celebrate student attainment and achievement. Parents/Carers: Engage families in building their knowledge about student wellbeing to strengthen home-school partnerships. Community Partners: Continue and further the partnerships with NSW Health, inter-agencies (such as ADHC and Vision Australia), and Cowpasture Community of Schools to utilise their skills, knowledge and expertise based upon student wellbeing needs. Leaders: Increase consistency of language and approach in delivery of school wellbeing practices. Leaders: Utilise feedback forums to guide future directions that enhance student wellbeing.</td>
<td><strong>How do we do it and how will we know?</strong> Staff: Implement restorative circles in classrooms. Leaders and Staff: Provide annual professional learning and communication through a variety of modes (such as presentations, newsletter, school APP) to staff, students and parents to ensure the integral components, language and principles from restorative justice are incorporated into practices. Students: Provide opportunities to recognise and celebrate student attainment and achievement through a consistent and sustainable reward system across the school. Leaders, Staff and Students: Investigate and implement programs such as Peer Support, Mind Matters and Habits of Mind. Leaders: Maintain an extended Kindergarten Transition to School Program throughout term 4 for students and parents/caregivers that enhances home-school partnerships and promotes increased school readiness. Staff and Students: Investigate and implement programs such as Peer Support, Mind Matters and Habits of Mind. Evaluation Plan Data received from annual Student Wellbeing and Engagement Interview. Feedback from parents and caregivers, students and staff via annual Focus Groups. Regular review of internal and external sources of data; including wellbeing, suspension and attendance. Milestones progress across each term.</td>
<td><strong>What is achieved and how do we measure?</strong> Creating equality for all students through fair, consistent practice and acceptance of difference. Developing trusting relationships that embody honesty, care and a sense of safety. Students demonstrate resilience through perseverance, reflection and flexibility in relationships with others. Students actively collaborate by committing to teams using deep conversation and cooperative skills. Practice: Students are weekly provided with opportunities to express their individuality through Circle and are individually considered on a daily basis in decisions. Product: 75% of students feel they are treated equally and are accepted for who they are. Practice: Teaching and learning supports students to know boundaries and assistance is provided to support all students feel confident in resolving conflict. Product: 90% of students feel safe at school. Practice: Teaching and learning involves building a relationship with all students based on open communication, compassion, empathy and understanding. Product: 80% of students have a trusting relationship with two adults at the school where they can communicate openly. Practice: Leaders strategically guide, mentor and implement practices across the school that incorporate, promote and create evaluative processes leading to change and grit. Product: 70% of students display the qualities of perseverance, self-reflection and flexibility. Practice: Daily classroom interactions are structured to support the development of relationships between peers, teachers and the community to ensure active involvement, an exchange of different ideas and a striving for common aspirations. Product: 100% of students are actively involved in collaborative processes.</td>
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**Improvement Measures**

- 75% of students feel they are treated equally and are accepted for who they are.
- 90% of students feel safe at school.
- 80% of students have a trusting relationship with two adults at the school where they can communicate openly.
- 70% of students display the qualities of perseverance, self-reflection and flexibility.
- 100% of students are actively involved in collaborative processes.
Strategic Direction 2: Learning is quality, inclusive and nurturing for all students.

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| To develop equitable access and provide connectedness, curiosity, choice and success. | **How do we develop the capabilities of our people to bring about transformation?**  
**Students:** Support students to achieve through personalised learning and to understand why they are learning and what they have to do.  
**Students:** Develop students’ capability to question, take risks, investigate and reflect on their learning.  
**Students:** Involve students in making informed decisions about their learning.  
**Staff:** Allocate resources strategically to facilitate equitable access, differentiation, assessment and feedback.  
**Staff:** Deliver learning that is integrated across the curriculum by providing experiences that are connected and relevant to students’ worlds.  
**Parents/Carers:** Engage families in learning about curriculum, student development and achievement and new syllabuses.  
**Parents/Carers:** Strengthen learning connections between home and school through collaboration and supporting active parent participation.  
**Community Partners:** Continue and further the partnerships with NSW Health, inter-agencies (such as ADHC and Vision Australia), and Cowpasture Community of Schools to utilise their skills, knowledge and expertise based upon student learning needs.  
**Leaders:** Focus on student learning to inspire excellence, success and continual improvement.  
**Leaders:** Provide opportunities for collaborative dialogue, planning, implementation, assessment, feedback, reflection and professional learning. | **How do we do it and how will we know?**  
**Staff:** Use the new syllabus documents in the development of quality Units of Learning, Kindergarten to year 6.  
**Staff and Leaders:** Work with targeted students, parents and caregivers to design and implement Personalised and Individualised Learning Plans.  
**Staff:** Provide explicit, differentiated learning opportunities and utilise the expertise of the LST team.  
**Leaders:** Utilise student, parent and staff feedback forums to guide the future planning of teaching and learning and wellbeing programs.  
**Students and Staff:** Students articulate why they are learning through explicit criteria set, communicated and unpacked to support student self-assessment and consistent teacher judgement.  
**Leaders and Staff:** Develop meaningful feedback processes for students.  
**Staff:** Engage in sustained reflective and analytical professional conversations to enhance teaching practice.  
**Staff:** Cultivate parent understanding of curriculum development, stages of learning and school program and practices.  
**Evaluation Plan**  
Regular review of internal and external sources of learning data; including learning cycles, CTJ, PLAN, NAPLAN, school benchmarks, speech intervention.  
Annual feedback from parents and caregivers, students and staff via Focus Groups, interviews and surveys.  
Milestones progress across each term. | **What is achieved and how do we measure?**  
Learning is equitable for all students by the strategic allocation of resources and by providing access and differentiation.  
Students develop connected relationships with learning through reflection and integration.  
Students have curiosity to ask questions in wonder and with the openness to take risks when exploring the world.  
Progress is monitored by ensuring each student is provided with choice to increase reflection, motivation, options and purpose; and by recognising and celebrating everyone’s achievements.  
**Practice:** Provide explicit, differentiated learning opportunities and utilise the expertise of the LST.  
**Product:** 100% of goals in PLPs and IEPs for targeted students are met.  
**Practice:** Assessment contains explicit criteria and utilises meaningful feedback.  
**Product:** An increased number of students in Years 2 to 6 are able to provide constructive and relevant feedback to their peers.  
**Practice:** Learning is integrated and connected to the real world.  
**Product:** An increased number of primary students can accurately identify reasons for learning.  
**Practice:** All students have choices in their learning.  
**Product:** Students approach learning with wonder, openness and exploration. |

**Improvement Measures**
- 100% of targeted students meet the goals of the PLP or ILP.
- Internal and external results trend upwards over time.