SCHOOL CONTEXT

 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. Our community (part of a new and developing suburb in the western Liverpool area) is active and inclusive. Comprehensive programs in literacy, numeracy, technology, the arts and the environment form an integral part of the teaching and learning cycle. Varied cultural and sporting endeavours are also a feature of the school. Diversity of cultural heritage is acknowledged and respected. 3% of the student population is Aboriginal and Torres Strait Islander, and approximately 58% of students enrolled come from a language background other than English (comprised of 31 language backgrounds).

The school currently has seven mainstream classes and three special education support classes (Autism and Moderate Intellectual Disability) with enrolments to continue to increase significantly, especially in the infants area. The mainstream school population is organised into seven class groupings in 2013: kindergarten, K/1, two 1/2 composites, a straight 3, and two 4/5/6 classes. These classes were organised based on the student population in each grade, in line with staffing procedures. Teachers utilise a comprehensive understanding of the learning continuum from Kindergarten to Year 6, and of the stages of development, to cater for all abilities. We also utilise flexible, fluid groupings for focused instruction at the point of need to allow for development and improvement. Middleton Grange Public School has an allocation of 13.603 teaching positions in 2013. An Assistant Principal Support and two Assistant Principals are the executive positions, in addition to the Principal.

The school is an 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.

The school has minimal NAPLAN data to refer to. Also, the year three and year five cohort of students remains very small. Due to the small student cohorts, percentages are not reported. Trend data indicates we are performing below State level in reading and numeracy in both Year 3 and Year 5. Growth data indicates that matched students from Year 3 (2010) to Year 5 (2012) have average progress in both reading and numeracy well above State level.

In 2012, Middleton Grange Public School undertook rigorous evaluation in the area of reading comprehension. The opinions of all key stakeholders were sought. Parents, staff and students were involved in focus groups in order to gather responses from the whole school community. Students, parents and staff responded to a series of questions about the level of understanding by students of what has been read. Parents expressed that they were unsure of school expectations in regard to appropriate achievement of their children. Parents commented that they were using their child’s homework as the indicator of achievement. However, parents stated they had confidence in staff and school processes. Explicit communication and feedback about progress between home is an area for improvement. Some staff felt comfortable using the language from the Focus on Reading program; a more consistent application of language across the school is needed. All stakeholders agreed that forums provide an excellent opportunity to voice opinions and provide feedback about student learning to guide future directions; and so forums will continue to be used for rigorous school evaluation.

SCHOOL IDENTIFIED PRIORITY AREA/S | INTENDED OUTCOME/S
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Literacy  
*Outcome 1, Outcome 2*  
| 1. Improved achievement for all students.  
| 2. Data and feedback informs planning and programming.  
Numeracy  
*Outcome 1, Outcome 2*  
| 3. Increased number of teachers embedding innovative use of information and communication technologies.  
| 4. Implemented comprehensive, systematic and proactive intervention strategies focused on student wellbeing.  
Student wellbeing and engagement  
*Outcome 3, Outcome 4, Outcome 5, Outcome 6*  
| 5. Increased student attendance by 1% based on 2011 data.  
| 6. Every student received recognition through the schools award/reward system.  

### 2013 Targets

#### Literacy:
- 60% of year 3 students achieving at or above band 3 in reading and writing.
- 60% of year 5 students achieving at or above band 5 in reading and writing.
- Maintain average progress in reading between year 3 and 5 comparable to State average.
- 70% of all Kindergarten students achieving end of Early Stage One outcomes for each critical aspect on the Literacy Continuum.

#### Numeracy:
- 60% of year 3 students achieving at or above band 3 in numeracy.
- 60% of year 5 students achieving at or above band 5 in numeracy.
- Maintain average progress in numeracy between year 3 and 5 comparable to State average.
- 70% of all Kindergarten students achieving perceptual level for Early Arithmetical Strategies.

#### Student Wellbeing and Engagement:
- 100% of teachers embedding information and communication technologies into learning programs.
- Increased teacher knowledge of engaging students in learning through implementing the new curriculum, Quality Teaching and strategic PLPs.
- Maintain comprehensive, systematic, consistent and proactive intervention and support strategies focussed on student wellbeing.
- Increased student attendance by 1% based on 2012 data.
- 100% of students receive recognition through the school’s award/reward system.

### Principal’s Signature:

### SED Endorsement: Pat Mahony (Acting SED, Hoxton)
**SCHOOL IDENTIFIED PRIORITY: Literacy**

### OUTCOMES
- Improved achievement for all students.
- Data and feedback informs planning and programming.

### TARGETS
1. 60% of year 3 students achieving at or above band 3 in reading and writing.
2. 60% of year 5 students achieving at or above band 5 in reading and writing.
3. Maintain average progress in reading between year 3 and 5 comparable to State average.
4. 70% of all Kindergarten students achieving end of Early Stage One outcomes for each critical aspect on the Literacy Continuum.

<table>
<thead>
<tr>
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| - Increase staff knowledge of developing, using and monitoring Best Start Early Learning Plans, the K-6 Literacy Continuum and Focus on Reading strategies, to support planning for teaching and learning. | - Professional learning provided in Best Start and the FoR Super 6 comprehension strategies.  
- FoR Super 6 comprehension strategies embedded in all 3-6 teaching and learning programs.  
- Staff and students familiar with, and readily using the language of, Focus on Reading strategies; with modifications for K-2.  
- Student learning needs identified and monitored using K-6 Literacy Continuum.  
- Best Start data updated once a term and ELPs generated.  
- Student learning achievement continued to be updated annually on the school tracking system. | ✓ ✓ ✓ | FoR Facilitator  
Class Teachers  
K-6 Team Executive | Tied funds: TPL  
Global funds, as required  
Best Start  
Regional Funds |
| - Provide explicit, differentiated learning opportunities and utilise the expertise of the LaST team. | - Learning programs document differentiated lessons to meet identified student needs in multi-age and cross-stage groupings.  
- Programs include an explicitly stated focus, grouping for instruction and teaching strategies.  
- Learning Support Team referral completed for students with additional learning needs.  
- Weekly communication and three-weekly collaborative planning occurs between class teacher and LaST.  
- Students receive learning assistance or extension where required, by classroom teacher or LaST.  
- Resources, strategies and professional knowledge and skills shared through demonstration lessons and professional dialogue at team/staff meetings. | ✓ ✓ ✓ | Class Teachers  
K-6 Team  
LsST’s LST | Global funds, as required |
- **Continue to implement** the Reading Recovery Program.
  - Eligible Year 1 students assessed and identified for the Reading Recovery (RR) Program.
  - Successful implementation of RR with at least 80% of students discontinuing at instructional reading level 16 or higher.
  - RR students show improved access to the curriculum with increased confidence and improved literacy learning outcomes.
  - 2011 and 2012 discontinued RR students’ reading and writing strategies monitored.
  - Monitoring and communication processes occur with class teachers and students.

- **Develop** rich literacy assessment tasks.
  - Stage/grade assessment tasks designed in line with classroom programs.
  - Explicit criteria set, communicated and unpacked to support student self-assessment and consistent teacher judgement.

- **Develop** meaningful feedback processes for students.
  - Feedback processes developed for each stage grouping.
  - Feedback is explicit, clear and incorporates descriptive analysis of student learning.
  - Feedback provides guidance for further development.

- **Engage in sustained reflective and analytical professional conversations to enhance teaching practice.**
  - Training provided in the use of data to analyse student and whole school performance and to inform planning.
  - Teachers shared and trialled teaching and learning strategies through collegial planning, observation and team teaching.
  - Teachers actively participated in conversations focussed on student achievement and progress during team and staff meetings.

- **Cultivate parent understanding of literacy development and stages of learning.**
  - Parent workshops conducted to define syllabus outcomes and provide ideas and activities for support-at-home.
  - Increased parents supporting lessons within the classrooms as helpers.
  - Websites, ideas and strategies published in the school newsletter and on the website.
**SCHOOL IDENTIFIED PRIORITY: Numeracy**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TARGETS</th>
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</thead>
<tbody>
<tr>
<td>• Improved achievement for all students. • Data and feedback informs planning and programming.</td>
<td>1. 60% of year 3 students achieving at or above band 3 in numeracy. 2. 60% of year 5 students achieving at or above band 5 in numeracy. 3. Maintain average progress in numeracy between year 3 and 5 comparable to State average. 4. 70% of all Kindergarten students achieving perceptual level for Early Arithmetical Strategies.</td>
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<tr>
<td>• <em>Increase staff knowledge of</em> developing, using and monitoring Best Start Early Learning Plans (ELPs) and the K-10 Numeracy Continuum to <em>support planning for teaching and learning</em>.</td>
<td>• Professional learning provided in Best Start, TEN and CMIT. • Student learning needs identified and monitored using K-10 Numeracy Continuum. • Best Start data updated once a term and ELPs generated. • Student learning achievement continued to be updated annually on the school tracking system.</td>
<td>✓ ✓ ✓</td>
<td>Class Teachers K-6 Team Executive</td>
<td>Tied funds: TPL Global funds, as required Best Start/ TEN/ CMIT Regional Funds</td>
</tr>
<tr>
<td>• <em>Provide explicit, differentiated learning opportunities.</em></td>
<td>• Learning programs document differentiated lessons to meet identified student needs in multi-age and cross-stage groupings. • TEN and CMIT strategies embedded in teaching and learning programs. • Hands-on, concrete activities are part of daily numeracy lessons. • Learning Support Team referral completed for students with additional learning needs. • Students receive learning assistance or extension where required, by classroom teacher or LaST.</td>
<td>✓ ✓ ✓</td>
<td>Class Teachers K-6 Team LaST’s LST</td>
<td>Global funds, as required</td>
</tr>
<tr>
<td>• <em>Increase emphasis on</em> the language of mathematics in teaching and learning programs.</td>
<td>• Specific vocabulary introduced to students for each strand. • Students and staff accurately use vocabulary specific to TEN and CMIT. • Improved student ability to express thoughts and strategies used during numeracy lessons.</td>
<td></td>
<td>Class Teachers K-6 Team</td>
<td>Global funds, as required</td>
</tr>
<tr>
<td>• <em>Develop rich numeracy assessment tasks.</em></td>
<td>• Stage/grade assessment tasks designed in line with classroom programs. • Explicit criteria set, communicated and unpacked to support student self-assessment and consistent teacher judgement.</td>
<td>✓ ✓</td>
<td>Class Teachers K-6 Team</td>
<td>Global funds, as required</td>
</tr>
<tr>
<td>• <em>Develop meaningful feedback processes for students.</em></td>
<td>• Feedback processes developed for each stage grouping. • Feedback is explicit, clear and incorporates descriptive analysis of student learning. • Feedback provides guidance for further development.</td>
<td>✓ ✓</td>
<td>Class Teachers K-6 Team Executive</td>
<td>Global funds, as required</td>
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</table>
| Engage in sustained reflective and analytical professional conversations to enhance teaching practice. | Training provided in the use of data to analyse student and whole school performance and to inform planning.  
Teachers shared and trialled teaching and learning strategies through collegial planning, observation and team teaching.  
Teachers actively participated in conversations focussed on student achievement and progress during team and staff meetings. | ✓ | ✓ | ✓ | Class Teachers K-6 Team Executive | Global funds, as required |
|---|---|---|---|---|---|---|
| Cultivate parent understanding of numeracy development and stages of learning. | Parent workshops conducted to define syllabus outcomes and provide ideas and activities for support-at-home.  
Increased parents supporting lessons within the classrooms as helpers.  
Websites, ideas and strategies published in the school newsletter and on the website. | ✓ | ✓ | ✓ | Class Teachers K-6 Team Executive | Global funds, as required |
## SCHOOL IDENTIFIED PRIORITY: Student Wellbeing and Engagement

**OUTCOMES**
- Improved student engagement across the school through quality teaching, innovative practice with new curriculum, strategic PLPs and learning that embeds use of information and communication technologies.
- Enhanced wellbeing of students.
- An environment that encourages and supports safe, respectful learners enabling students to succeed and receive recognition.
- Student attendance reflected through enhanced levels of student engagement.

**TARGETS**
1. 100% of teachers embedding information and communication technologies into learning programs.
2. Increased teacher knowledge of engaging students in learning through implementing the new curriculum, Quality Teaching and strategic PLPs.
3. Maintain comprehensive, systematic, consistent and proactive intervention and support strategies focussed on student wellbeing.
4. Increased student attendance by 1% based on 2012 data.
5. 100% of students receive recognition through the school’s award/reward system.

### STRATEGIES

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<tr>
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<tr>
<td><strong>Improve staff skills, knowledge and understanding, and use of innovative</strong></td>
<td>Teachers seek support from computer coordinator to maximise their skills in using available technologies. Teachers implement new ICT practices in classrooms.</td>
<td>‘12 ‘13 ‘14</td>
<td>Computer Co-ordinators</td>
<td>Tied funds: TPL Global funds, as required Tied funds: Computer Co-ordinator</td>
</tr>
<tr>
<td><strong>Consistently utilise existing ICT equipment, hardware and software.</strong></td>
<td>ICT use is evidenced in teacher programs and student assessment. Students are actively using IWBs, hardware and computers in the all classrooms.</td>
<td>‘12 ‘13 ‘14</td>
<td>Class Teachers K-6 Team</td>
<td>Global funds, as required Tied funds: Computer Co-ordinator</td>
</tr>
<tr>
<td><strong>Purchase hardware and software to support professional learning in ICT.</strong></td>
<td>Newly purchased hardware and software is inventoried and used.</td>
<td></td>
<td>Computer Co-ordinators</td>
<td>Global funds, as required Tied funds: Computer Co-ordinator</td>
</tr>
<tr>
<td><strong>Use the new syllabus documents in the development of Science Units of</strong></td>
<td>Units of Learning in Science from Kindergarten to year 6 created, implemented and evaluated.</td>
<td>‘12 ‘13 ‘14</td>
<td>Curriculum Co-ordinator Executive Class Teachers K-6 Team</td>
<td>Tied funds: Curriculum Collaborations Project Global funds, as required Tied funds: TPL</td>
</tr>
<tr>
<td>Objective</td>
<td>Action</td>
<td>Goals</td>
<td>Responsible Parties</td>
<td>Funding Notes</td>
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<td>Provide professional learning with the new curriculum in English, with a direct focus on student engagement.</td>
<td>Teachers developed scope and sequences, programs and assessments using the new syllabus that incorporated student interest. Teachers provided choices and flexibility in the delivery of lessons to allow student-directed learning activities.</td>
<td>Goals set in conjunction with student and parents/caregivers. Assessment used to inform goals and determine achievement. PLPs updated each semester. LST and SLSOs support specific goals, where required. Aboriginal students achieved learning goals and consistently participated in PLP activities.</td>
<td>Curriculum Co-ordinator Executive</td>
<td>Tied funds: Australian Curriculum Global funds, as required Tied funds: TPL</td>
</tr>
<tr>
<td>Incorporate Quality Teaching elements in teaching and learning programs.</td>
<td>Learning activities in programs are explicitly linked to the three areas of QT. Students have improved understanding of the connectedness and relevance of their learning.</td>
<td></td>
<td>Class Teachers K-6 Team</td>
<td>Global funds, as required</td>
</tr>
<tr>
<td>Teachers work with Aboriginal students, parents and caregivers to design and implement Personalised Learning Plans that are strategically linked to student interest.</td>
<td>Goals set in conjunction with student and parents/caregivers. Assessment used to inform goals and determine achievement. PLPs updated each semester. LST and SLSOs support specific goals, where required. Aboriginal students achieved learning goals and consistently participated in PLP activities.</td>
<td>Goals set in conjunction with student and parents/caregivers. Identified students have individual plans when required that are consistent with their needs. LST plans implemented consistently by all staff. LST plans regularly updated, as required.</td>
<td>Class Teachers Executive Parents Students</td>
<td>Global funds, as required</td>
</tr>
<tr>
<td>Identify through the weekly Learning Support Team students with welfare, learning or social/behaviour needs to develop, implement and review individual support plans. Individual plans are communicated and reviewed by students, parents and staff.</td>
<td>Student needs are documented as requiring LST support. Identified students have individual plans when required that are consistent with their needs. LST plans implemented consistently by all staff. LST plans regularly updated, as required.</td>
<td></td>
<td>Class Teachers LST</td>
<td>Tied funds: Learning Support Global funds, as required</td>
</tr>
<tr>
<td>Provide annual professional learning to ensure the integral components, language and principles from restorative justice are incorporated into practices.</td>
<td>Staff have a shared understanding and language to deal with student issues and/or conflict.</td>
<td></td>
<td>Welfare Co-ordinator Executive</td>
<td>Global funds, as required Tied funds: TPL</td>
</tr>
<tr>
<td>Implement restorative circles in classrooms.</td>
<td>Students understand the purpose of restorative circles. Students have an increased understanding of healthy ways to communicate.</td>
<td></td>
<td>Welfare Co-ordinator Executive Class Teachers</td>
<td>Global funds, as required Tied funds: TPL</td>
</tr>
<tr>
<td>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.</td>
<td>Students and parents/caregivers build a strong rapport with the school and have developed relationships during the transition program. Students remain engaged during transition activities. Parents have improved knowledge and understanding of school practices and procedures and learning expectations and requirements. Students are familiar and comfortable with school, teachers and practices when beginning Kindergarten. Kindergarten teachers indicate students are more settled on commencement of school in 2014.</td>
<td></td>
<td>K-2 team Executive</td>
<td>Global funds, as required</td>
</tr>
</tbody>
</table>
| **Maintain school attendance procedures to follow-up unexplained whole and partial absences.** | • Accurate records kept of student attendance and punctuality.  
• A reduced time-gap between non-attendance and explanation/return to school.  
• Students rewarded for consistent attendance and punctuality.  
• Improved attendance rates. | ✓ ✓ ✓ | Class Teachers  
Executive SASS Staff | Global funds, as required |
| **Provide opportunities to recognise and celebrate student attainment and achievement through a consistent and sustainable reward system across the school.** | • All students recognised with school safety, respect and learning awards at class level.  
• All students received formal school awards in safety, respect and learning at school assemblies.  
• All students individually rewarded for achievement and learning at end of year presentation ceremony. | ✓ ✓ ✓ | Class Teachers  
K-6 Team | Global funds, as required |
| **Utilise student, parent and student feedback forums to guide the future planning of teaching and learning and welfare programs in the focus areas of Literacy, Numeracy and Student Engagement.** | • Forums conducted annually with data collected, collated and communicated.  
• Quantitative and qualitative data reviewed and analysed.  
• Policies and practices adjusted to reflect the findings of surveys, focus groups and written feedback. | ✓ ✓ ✓ | Executive  
School Evaluation Team | Global funds, as required |