2010 Annual School Report
Middleton Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Our 2010 school year, once again has been a year rich in learning. At the heart of our community is indeed our mission to strive for Personal Best.

The year began with the construction of three classrooms which are a result of the Commonwealth Government Building Education Revolution Funding. The children and teachers have been settled into the rooms since June. The most recent addition to this project has been three new short throw projectors for the smart boards which have been generously funded by the P&C along with a grant from Lang O’Rourke. Covered walkways connecting Park and Medlyn Streets to the main building will be constructed by the end of the year.

Our particular focus areas in Literacy and Numeracy have been Grammar and Punctuation and Patterns and Algebra with results indicating positive growth. The Kindergarten Reading Program has also continued with impressive outcomes ensuring that the first year at school gives each child the best possible start.

Teachers have maintained professional learning in all aspects of quality teaching and continue to support one another in providing quality programs which cater for the individual needs of students.

The cultural aspects of our school have been enhanced this year through; the extension of the Wiradjuri Language into Year 3, Wiradjuri Choir, participation in the Waste to Art Competition where the school secured first place in the state for our 2D Structure, continuing the recorder groups, the learning of rock and roll and dancing across all grades. The class murals entered into the Parkes show capturing the reading day were outstanding and are on display in the hall.

We also embrace numerous sporting programs with all children participating in a wide range of events during the year which included Jump Rope for Heart and Gymnastics. Our representative teams were very successful due to the commitment and skills of those teachers and community members involved in coaching as well as the children’s effort and determination. Record numbers of children from Middleton Public represented in both the State Swimming and Athletics Carnivals and our girls Touch Football Team were Western Region Champions.

Student Welfare is at the heart of all aspects of school life. Positive Behavior for Learning or PBL, is a program which we have commenced to map out, with implementation planned for 2011.

I have only been able to provide a snapshot of the 2010 School Year at Middleton Public School.

I sincerely thank our students, our staff, our parents and friends as well as community members, for another happy and successful year.

I look forward to being part of such a vibrant school community in 2011.

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.

Sherree Rosser

P & C and/or School Council message

2010 has been a wonderful year for the P&C Association, with two of our hard working members welcoming additions to their families. Congratulations to the Spedding and Hoswell families!

The AGM saw marked changes to the executive line up, with Darrell Hoswell finishing his term as Treasurer and Andrew Newton as President. Both Darrell and Andrew did an outstanding job in their respective roles and their shoes will be hard to fill. The new executive elected in was myself, as President, Ms Sandra Tildsley as Secretary and Mrs Kelly Spedding as Treasurer, both ladies have been doing a wonderful job since their election and I thank them for their efforts.
Mr Tim Keith, Mrs Lynne Auld, Mr Ken McGrath and Mrs Sue McGrath were elected as Life Members of the P&C Association of NSW and were presented with their awards at an assembly during the year. These four people have been extraordinary supporters of our school over the years and I again thank them sincerely for all their efforts.

The P&C have run various fundraisers this year, including the pie drive – ably managed by Mrs Laguna, the fruit container initiative, run by Mrs Bowd and a cake stall and Father’s Day Raffle on Election Day. This along with some successful grant applications have seen the P&C able to donate $6000 to the school for classroom resources, begin repairs to the cricket nets and spend approximately $20 000 on returfing much of the oval. The oval rehabilitation, after the long years of drought, has been a priority area for the P&C for a few years now, and we are delighted with the results. Thanks to Mr Darrell Howell, Parkes Shire Council, Ozfarm Services, Mr Dave Lamrock and Mr Chris Clarke for their invaluable help. We hope to complete the oval next year.

Thanks to a successful grant of $4800 from FRRR and the RASF (Royal Agricultural Society Foundation), the P&C has continued to sponsor the Kindergarten Early Intervention Literacy program, which is seeing some very pleasing improvements in literacy results across Kindergarten – thanks for this must go to the Kinder teachers Mrs Harris and Mrs O’Donnell, and support teachers Mrs Butler and Mrs Mackenzie. Other grants received were $3800 from Laing O’Rourke for a new short throw projector and installation in one of the new BER classrooms, $2000 from the NSW Minister for Sport and Recreation, The Hon Kevin Greene MP, for the cricket nets repair, and $1000 from Woolworths.

Next year, with the new classrooms completed, we will be back to holding our normal fete which is to be held on Friday the 25th March 2011!! Should be fun!

Finally, a big thank to Mrs Osborne (and her volunteers) for her excellent job in running the canteen and doing all the other voluntary things that are so vital for our school. I trust everyone has had a successful year and I look forward to seeing you in 2011.

Ms Helen Vere - President

Student representative’s message

We have both found it rewarding but challenging being school captains in 2010. It has given us great experience in leadership that we’ll use for the rest of our lives.

We’ve had lots of different occasions that we have attended, some harder than others. The ANZAC Dawn Service was a tiring morning with lots of rain but it still went on.

Our favourite thing was ‘loud noises’ at the Leadership Conference in Bathurst. Then there were the times of thanking people for presenting our school with great performances. We would like to thank all the people who helped us on the way, especially Mrs Rosser.

Good luck to next year’s captains.

Paige Hay and Bailey Crocker
Our school at a glance

Students
In 2010 the school population was recorded as reaching 287. The population has remained relatively stable throughout the year.

Staff
Middleton Public School is fortunate to have dedicated, innovate and enthusiastic staff. There is a balance of experienced and younger staff with an enormous range of gifts and talents including two male teachers. The positive and enthusiastic teaching and learning environment, benefits the learning outcomes for our students.

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

Significant programs and initiatives
The following programs and initiatives are a feature of our school.

- School captains and prefects officiate at all school assemblies, official occasions and presentation night.
- Senior students annually enter the Western Zone Debating Competitions, winning in 2008 and being runners-up in 2009.
- The Kindergarten Early Intervention Reading program which was initiated this year significantly enhanced students’ skills and reading levels.
- Dance, drama, public speaking, choir and recorder performances are showcased at assemblies, during Education Week, on presentation night and at local community functions.
- Students from Year 2 to Year 6 access recorder tuition through the Forbes Conservatorium of Music and compete in the annual Forbes Eisteddfod.
- Senior boys are trained in the skills of rock and water, a self-esteem, confidence building, positive behavior program while the senior girls are coached in the development of social skills.
- Participation in a variety of sporting opportunities from Kindergarten to Year 6 focuses on the vales of co-operation, determination, resilience, fairness, respect and pursuit of excellence.
- The Principal, along with school captains and prefects attend an “Impact Leadership” training day which prepares the students for their year of service.
- Targeted students are supported through the speech and language program called “Chatterbox”.

School 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

![Enrolments chart]

Lower 2010 Kindergarten numbers contributed to overall reduced enrolments.

![Student group picture]
The student attendance rate of 91.28% is slightly lower than the region at 91.43% and the state at 93.07%.

An attendance action plan will be put into place in 2011.

Management of non-attendance

Where non-attendance is a concern parents are contacted by phone by the Principal. If required an in-school attendance program is implemented. In some instances a referral is made to the HSLO (Home School Liaison Officer).

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>KH</td>
<td>K</td>
<td>19</td>
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<td>K/1-O</td>
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<td>21</td>
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<td>K/1-O</td>
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<td>1H</td>
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<td>26</td>
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<td>3E</td>
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<td>27</td>
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<td>2N</td>
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<td>2/3C</td>
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<tr>
<td>4/5F</td>
<td>4</td>
<td>11</td>
<td>29</td>
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<tr>
<td>4/5F</td>
<td>5</td>
<td>18</td>
<td>29</td>
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<tr>
<td>4/5DM</td>
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<td>10</td>
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<tr>
<td>4/5DM</td>
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<td>15</td>
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<tr>
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<td>30</td>
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<tr>
<td>5/6H</td>
<td>6</td>
<td>19</td>
<td>30</td>
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<tr>
<td>6F</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

Middleton Public School structures its classes to reflect the developmental learning stages. In 2010, there were eleven classes at the school – two Early Stage 1; three Stage 1; Stage 2 and Stage 3 were comprised of four composite and two single grade classes.

Staff information

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

The school’s staffing allocation for 2010 included 11 classroom teachers and 2.624 support teachers. Permanent ancillary staff includes a school administration manager, school administration officer and two days general assistant.
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There is one indigenous staff member, Mrs Gilbert who teaches the Wiradjuri Language across grades 1 to 4. Ms Gilbert also tutors students in reading.

### Staff retention

One of the three Assistant Principal positions has remained filled in a casual capacity by Miss Charlton. Mrs Tolhurst was the successful applicant following merit selection for the School Administration Manager’s position.

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
<td>8</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher Release</td>
<td>1</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2010 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2010

The students access a variety of additional educational experiences that encompass academic, sporting and cultural areas. Teachers utilize their expertise and generously take on additional responsibilities.
Achievements

Arts

Middleton children were continually exposed to a variety of cultural experiences throughout 2010. The main highlights of the activities included:

- The school choir of twenty five members performed at Weekly Assemblies, the Community Fete, a Meals on Wheels function, at Senior Citizen homes, the Community Christmas luncheon and at a Community Carols by Candlelight.
- Year 4 students prepared and presented segments on Radio 2LVR.
- Our school debating team was again runners up in the Western Region Challenge narrowly beaten by Mudgee Public School.
- Enrichment Groups for Kindergarten to Year 6 were conducted in Term 4 offering activities such as paper craft, mosaic, sewing and pottery.
- Thirty four students formed the K-1 Choir who presented items at the Weekly Assembly. The focus for this group was to learn developmentally appropriate action songs for enjoyment.
- Year 5-6 Performing Group met at lunchtimes to develop dance and drama skills. They presented items at the Weekly Assembly.
- Fifteen students from our Recorder Group represented the school at Forbes Eisteddfod winning both the Open and Primary sections.
- Thirty five students participated in the school’s Annual Talent Quest performing a variety of dance, acting and instrumental items.
- All students Kindergarten to Year 6 practised various forms of dance that enabled them to participate in the Annual School Dance held in Term 4.
- Middleton Public School had a major success story at this year’s Regional Sims Metal Waste to Art competition at Menindee with their entry “Blossom” taking out first prize in the Building/Sculpture Large 2 dimensional category.
- Two musical productions by Musica Viva performers, who are based at the Sydney Opera House and are acclaimed both nationally and internationally.

Sport

These programs enable student’s confidence, skills, self esteem and sportsmanship, and Middleton Public School provides a variety of quality physical education programs for all students, Kindergarten to Year 6.

Highlights of 2010 include the following:

- A record number of students (26) represented Western Region at state carnivals on a record number of occasions (37) in 6 different sports-athletics, cross county, hockey, soccer, swimming and touch football.
- Western PSSA Certificates of Achievement and Sporting Blues were awarded to 12 and 13 Year 6 students respectively.
- Jacob Smede was successful in winning three finals at the Western Athletics Carnival in 200m, High Jump and Long Jump. He finished 6th in the High Jump and 7th in the Long Jump at State level achieving PB results.
- Our school had four successful Western Region champion teams – Junior Girls and Junior Boys Swimming Relays, Junior Girls Athletics Relay and Girls Touch Football.
- The Girls Hockey team were Western Region runners-up and won the Parkes interschool Lois Jones Cup for the 13th consecutive year.
- The Gymnastics Program involving all students from Kindergarten to Year 6 which was commenced in 2009
continued in 2010 with active involvement and skill enhancement by all students during Term 4.

- An Intensive Swimming Program for Year and selected “at risk” swimmers was held during Term 4.
- All students were involved in the PE / Athletics program held during Term 2.
- All Kindergarten to Year 2 students participated in weekly skill development based sporting activities and attended an AFL Gala Day in Term 3.
- All Year 3 to Year 6 students participated in a summer and winter sporting program which included swimming, athletics, netball, touch football, soccer and hockey.
- The State Minister for Sport and Recreation visited our school because of our sporting successes over the years in a variety of sports and bowled an over or two at the cricket nets.

**Academic**

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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**

This year 39 students sat the NAPLAN test

In reading whilst there was an increase of 1% of students achieving in the top two bands this result was below the state. Aboriginal students achievement increased by 8% in the top two bands as compared to the state where results were unchanged.
In writing 95% of girls were placed in the top three bands as compared to 83% of the state. There was a decrease of 4% of students in the bottom two bands.

Aboriginal students show an 8% increase in the top two bands.

Numeracy – NAPLAN Year 3

In numeracy 21% of students were placed in the top two bands as compared to 38% of the state. Problem solving in all aspects across numeracy will be a focus for 2011.

Year 3 (girls) have improved by 33 scale scores from the 2009 data in the tests aspect of Numeracy.

Whilst achievement is below the state it is well above the same school group. Achievements for
Literacy – NAPLAN Year 5

This year 42 students sat the NAPLAN test. Following is an analysis of the data and its implications for teaching and learning.

In reading 38% of students achieved in the top three bands as compared to 55% of the state. However student growth from Year three to Year five exceeded the state by 12.9 points. There was an increase of 2% of students achieving in the top two bands.

Year 5 (girls) have shown a decrease of 34 scale scores from the 2009 data in the test aspect of Reading.

In writing 50% of students achieved in the top three bands as compared to 65% of the state. However student growth from Year three to Year five exceeded the state by 3 points. There was a decrease of 9% of students achieving in the bottom two bands.
In spelling 74% of students achieved in the three middle bands as compared to 73% of the state. There was an increase of 3% in the number of boys achieving in the top two bands.

Whilst 55% of students achieved in the top three bands as compared to 63% of the state, student growth exceeded the state by 15.6 points and there was a 16% increase in the students achieving in the top two bands.

Year 5 (non-LBOTE) are 22 scale scores above the state average growth of Grammar and Punctuation.

**Numeracy – NAPLAN Year 5**

In numeracy 40% of the students achieved in the top three bands as compared to 57% of the state. Girls showed pleasing results with 8% fewer achieving in the bottom two bands. Student growth from Year three to Year five was just above the state and significantly above the Lachlan school group.

Year 5 (boys) are 4 scale scores below the state average growth in the test aspect of Numeracy.
Progress in literacy

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

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

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<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
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<tbody>
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<td>Reading</td>
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Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

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<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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Significant programs and initiatives

- **Kindergarten Early Intervention Reading Program** – A number of Kindergarten students participated in the Kindergarten Early Intervention Program, which involved additional reading support. Through this program, there was a significant increase by 30% of Kindergarten students who achieved the Regional Reading Benchmark.

- **Middleton Playgroup** – The school provided a ten week playgroup program for children who required additional support for transition to school. Children experienced a language rich program and a variety of fine and gross motor activities, whilst becoming familiar with the big school environment and its associated routines and rules.

- **Information Technology** – This year a group of targeted students worked with the Western IT Specialist, Ms Sheridan Wilkins. The group worked in the computer room for several day sessions and were introduced to new technology and programs including OneNote, Fireworks and Dreamweaver. They created their own Super Heroes and Super Villains, as well as designed their own webpage.

- **Peer Support Program** – All students from Kindergarten to Year 6 participated in a ten week Peer Support program in Term 3. Stage 3 students were trained as Peer Support group leaders. They were responsible for the delivery of weekly lessons to a small group of K-4 students. Topics included self-esteem, values, communication, friends, families, relationships and decision making skills.

- **Gardening Club** – Targetted students became very involved in the garden patch construction and growing of vegetables.

- **Gymnastics Program** – All students from Kindergarten to Year 6 participated in a gymnastics skills program that developed gymnastics movement skills through the use of the mini-tramp, tumbling mats, balance beam and obstacle course. This program culminated in an impressive display for students and the community.

- **School Magazine** – Every year the school publishes a comprehensive School Magazine including the Principal’s Report, School Captains Report, P&C Report, Class Pages, Excursion Reports, Academic Achievements, Cultural Groups and Events, Library News, Sporting Teams and Achievements, Carnival Reports and Special Events that have occurred throughout the year. The photographs are always a highlight of the magazine.

**Aboriginal education**

- Ms Kerry Gilbert taught the Wiradjuri Language to students in Years 1 to 3. In 2011 this will include Year 4.

- The school’s Aboriginal Educational Consultative Group (AECG) attended four gatherings with other local schools throughout the year. 2011 will see an
increased focus through regular meetings at school with all aboriginal students and staff.

- Planning commenced for the Aboriginal garden which will include native plants, decorated poles, rocks and coloured paths.
- NAIDOC events were again significant with guest speakers, local rugby league players Mr Denis Moran and Mr Patrick Rosser addressing all 3-6 students about culture, goal setting, resilience, commitment and determination.

A display of art works and didgeridoo playing from Ron Wardrop, Aboriginal art painting on boomerangs, retelling of Legends relating to Aboriginal culture with follow up art activities, damper making and aboriginal games all featured.

Five students travelled to Dubbo with Mrs Rosser and Mrs Baker to be part of the Western Region NAIDOC Celebrations.

- Our school is involved in the consultation process for a Parkes Peace Garden which will embrace Aboriginal Culture through art.
- Wiradjuri Singing Group – Students from Year 3 to Year 6 were able to participate in the newly established Wiradjuri Singing Group. Middleton Public School provided Parkes’ first performance of a Christmas Carol in the Wiradjuri language at the annual ‘Carols by Candlelight’ community event.

- Parents and students contributed in the development of personal learning plans for each of the students.

Multicultural education

- The debating team lead by Mrs Fisher had an outstanding season by becoming Zone Champions. The zone debate against Parkes Public School was ‘We need a new flag’.

- The recorder ensemble performed music from other cultures at the Forbes Eisteddfod and won both the primary and open sections.

- Musica Viva performances included a West African quartet called Teranga and a vocal group, Humming Birds, whose styles were African American and Eastern European.

- All students and the Primary Dance Group participated in age appropriate Rock and Roll workshops in preparation for the Parkes Elvis Festival.

- Celebrations, living in communities, people and their beliefs and global connections were units treated examining world cultures.

**Respect and responsibility**

School rules, rewards and the Values Education strategies embrace the qualities being respectful and responsible.

Middleton Public School’s emphasis on respect and responsibility will be enhanced when Positive Behaviour for Learning is implemented during 2011.

Involvement in community events and selected school initiatives have included:

- NAIDOC Celebrations
- ANZAC Day service and march
- Parkes Community Reading Day
- Waste to Art / Net Waste lessons
- Recycling food scraps
- Maintenance of class areas and gardens
- Prefects and monitors roles
- Peer support
- Weekly assemblies
- Wearing of school uniform
- Kids only fete
- Life Education Van lessons
- Easter Hat Parade
- Parkes Christmas Parade
- Rememberance Day
- Parkes Reading Day
National partnership programs

Middleton Public School does not access funding through the National Partnership Programs.

Connected learning

Learning utilizing the connected learning technology has been limited for student use. Teachers have utilized this technology for professional learning.

Progress on 2010 targets

Target 1

To increase the levels of literacy achievement for every student.

Our achievements for Year 3 students include:

- 8% more Year 3 Aboriginal students in band 5.
- 10% more Year 3 students in the bottom two bands for literacy.

Our achievements for Year 5 students include:

- 5% more children scored in the top NAPLAN band for literacy in Year 5.
- 9% more boys scored in this band than in 2009 and the girls remained stable at 17%.
- 2% more Year 5 students scored in the top two NAPLAN literacy bands.
- 12% more Year 5 students in NAPLAN literacy bands 4 and 5. 3% less in the lowest band -band 3, indicating a movement of the body of Year 5 students into the higher bands.
- 3% less Year 5 students in bottom band 3.

Target 2

To increase the levels of numeracy achievement for every student.

Our achievements for Year 3 students include:

- 6% less Year 3 students in bottom two bands for numeracy. An 11% reduction in Year 3 girls in band 1.
- 11% less Year 3 students in the bottom band 1 for patterns and algebra and there were 3% more students in the top two bands.
- 25% less Year 3 Aboriginal students in higher bands in numeracy.

Our achievements for Year 5 students include:

- 8% less Year 5 students in bottom two bands for numeracy. 10% less Year 5 boys and 6% less girls in bottom two bands for numeracy.
- Year 5 Aboriginal growth was 6.9 points above the state.

Target 3

Reduce the number of days lost to suspension.

Our achievements for our school include:

- The number of students in planning room was reduced from 54 to 45.
- The number of students reaching the top 10% of Personal Best Points increased by 6.52%.
- Days lost to suspension increased from 86 to 200.

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 Enter text here.

Educational and management practice

Teaching

Developing Quality Teaching practice to enhance student outcomes was a focus during 2010. Teachers identified strategies through their goals that would assist them in their individual learning journeys. These strategies were directly linked to the 2010 School Management Plan targets and included;
• Mentoring across all stages in both practice and programming
• Cooperative stage planning of indicators and strategies to ensure student growth in Punctuation and Grammar and Measurement
• One on one upskilling in IT
• Demonstration lessons in Reading to Learn
• Professional learning, programming and practice in the early years in literacy
• Strategic timetabling allows the kindergarten teachers, Reading Recovery teacher and Support Teacher Learning Assistance to teach reading using common

**Background**
Training and upskilling teachers in teaching enhances the learning outcomes for our students.

**Findings and conclusions**
Teachers appreciated being able to engage in professional dialogue in embracing cooperative planning. Teachers have been given the opportunity to be learners as well as peer teachers. Teachers grew in their own knowledge but also gained leadership skills as peer teachers.

The focus on quality teaching has shown that:

• Year 3 trend data indicates that although below the state average improvement is occurring in reading and writing.

• Year 5 trend data indicates that growth is occurring in writing, punctuation and grammar. Boys are improving in all aspects of literacy.

**Future directions**
The implementation of Team Leadership for School Improvement during 2010 has resulted in leadership being the educational and management practice focus for 2011.

**Curriculum**

**Literacy**
Achieving a competent level in Literacy is vital to the academic growth of every student as the skills and knowledge underpin all other learning. Every effort must be made to enhance literacy levels if we are to give children the best start possible.

**Background**
Achieving the literacy target, required planning in both grouping, focus areas and use of resources. Programs such as reading recovery, flying start, speech and language, reading to learn, jolly phonics and best start are all used to develop the literacy skills of students and it is the role of the classroom teacher along with the support teacher to determine how these strategies will best be planned and implemented.

Processes included:

• Following analysis of data teachers on each grade cooperatively programmed and planned quality literacy programs
• Students were grouped according to needs either across their class, grade or stage.

**Findings and conclusions**
Cooperative programming and planning allowed for the best use of resources across the school.

In 2009 25% of students ranked in the top two bands of reading in year 3 as compared to 24% in 2010.

In 2009 22% of students ranked in the top two bands of reading in year 5 as compared to 24% in 2010 a growth of 2%.

**Future directions**
During 2010 a team of teachers were trained in the implementation of PBL (Positive Behaviour for learning). All aspects of student welfare will be reviewed thus resulting in PDHPE being the curriculum focus in 2010.
Parent, student, and teacher satisfaction

In 2010 the opinions of parents, students and teachers were sought about the school.
Their responses are presented below.

- Parental support for the times and proposed change of daily break times was generally positive following fruitful discussion with the P&C. The weekly newsletter detailed the proposed changes and parents were given the opportunity to comment via a survey.
- 100% of teachers supported the implementation of Positive Behaviour for Learning in 2011.
- Teachers indicated an improvement in behavior following the changes to the school breaks and that foods eaten were generally more nutritional.
- Senior students’ written profiles indicated their friends and teachers are pivotal to their success and happiness at school. Leadership opportunities, excursions and being given opportunities to explore their gifts and talents were of high priority.
- The proposed changing of break times and swapping recess with lunch resulted in considerable discussion with both parents and teachers. The changes suggested were to reduce the incidences of poor behavior following the second break and to encourage the eating of nutritious food, particularly during the vital early learning hours.
- The majority of parents surveyed supported the change with some stating there needed to be more discussion. Results surveyed indicated a reduction in the number of students in planning room and teachers noticing a reduction in post break negative behavior.
- The changes are well established and operate smoothly.

Professional learning

In 2010 teachers and SASS accessed professional learning encompassing many aspects.
With an investment of $11,511.00:

- All staff attended updates in emergency management plan, anaphylaxis training, epilepsy, CPR, code of conduct and keeping them safe – child protection.
- Two teachers and two student learning support officers competed online training in Autism.
- The principal and six teachers commenced professional learning in leadership by participating in the program Team Leadership for School Improvement K-12. This will continue during 2011.
- Four teachers and the principal trained in Positive Behaviour for Learning (PBL) and one in PBL on show.
- Two teachers were upskilled in Drug Education for Early Stage 1 and Stage 1.
- Three teachers trained in Best Start – the early year’s assessment.
- Celebrating the Early Years in Western Region, Non Crisis Intervention Training and Hearing were focus areas for individual teachers.

School development 2009 – 2011

Targets for 2011

The targets recorded in this section reflect the main focus of the school’s 2009-2011 strategic plan

Target 1

- Decrease by 5% the number of Year 3 and 5 students in the bottom two bands in Literacy
- Decrease by 5% the number of Year 3 and Year 5 students in the bottom two bands of Spelling
- Increase by 5% the number of Year 3 students in top three bands in Reading
• Increase Kindergarten numbers achieving Regional Reading Benchmark (80%) from 82% in 2010 to 85% in 2011
• Increase the number of Year 1 students achieving Regional Reading Benchmark from 37% in 2010 to 40% in 2011
• Increase the number of Year 2 students achieving Regional Reading Benchmark from 48% in 2010 to 51% in 2011
• 25% of all Aboriginal students to achieve in the top three bands in Literacy

Strategies to achieve this target include:
• Analysis of the NAPLAN data and school assessments
• Continuation of the Kindergarten Early Reading Intervention Program, Chatterbox, Flying Start and Rocket Reading programs
• Provision of personal learning plans for Aboriginal students and students on support funding
• Compilation of spelling strategies and resources using the NAPLAN site across all stages
• Demonstration of successful spelling strategies to all staff
• Training two additional teachers in Reading to Learn
• Literacy consultant coaching
• Pre and Post Assessment in Spelling and Reading

Our success will be measured by:
• 5% movement of Years 3 and 5 out of the bottom two bands in Spelling
• Decrease the number of Aboriginal students in the bottom two bands
• 80% of all students achieving at or above their chronological age in standardized tests
• 3% increase in K-2 students achieving at or above Regional Reading Benchmark Levels

Target 2
• Increase by 10% the number of Year 3 and 5 students in the top 3 bands of Numeracy with a focus on Problem Solving
• Increase by 10% the number of Year 5 students in the top 3 bands of Data, Measurement, Space and Geometry with a focus on Measurement
• Increase by 10% the number of Year 3 students in the top 3 bands in Data, Measurement, Space and Geometry with a focus on Space

Strategies to achieve this target include:
• Analysis of the NAPLAN data and school assessments
• Compilation of Measurement, Space and Problem Solving strategies and resources using the NAPLAN site across all stages
• Training of teachers in CMIT/Counting On
• Demonstration of successful strategies to all staff
• Programs reflecting cooperative planning for Number
• Provision of personal learning plans for Aboriginal students and students on support funding
• Explicit use of mathematical language used in Hands On activities

Our success will be measured by:
• 10% movement of students into the top 3 bands of Numeracy
• 10% Improvement in the number of correct questions in Measurement by Year 5 Students
• 10% Improvement in the number of correct questions in Space by Year 3 Students
• 10% Improvement in the number of correct questions in Numeracy by all students
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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Middleton Public School 2010