Messages

Principal’s message
Middleton Public School enjoys a strong sense of community which is actively promoted and valued and supports all students to become respectful, responsible and enthusiastic learners.

One of the major programs that has been implemented this year is Positive Behaviour for Learning (PBL). The seven member team has been lead by Relieving Assistant Principal Miss Kerrie Charlton and Reading Recovery teacher Mrs Claire Mackenzie. Children and teachers have focused on the Values of Responsibility, Respect and Enthusiasm and incorporate them in every school aspect enhancing the well being of both students and teachers.

Establishment in July of a Supported Preschool catering for children from low socio-economic families has been a most welcome addition to our campus. Under the management of director Mrs Karen Grady twenty children aged from 3-5 have accessed the preschool. Sadly Mrs Grady passed away in November. A new director will be appointed in early 2012. Modifications were made to the old wooden building to cater for the preschool and to provide a community base for both school and community use.

Teachers maintained a focus on learning with positive academic achievement in the focus areas of Reading, Grammar and Punctuation and Data, Space, Measurement and Geometry.

Student results in the National Assessments in Literacy and Numeracy (NAPLAN) were pleasing with Year 3 boys achieving a growth of 10% in the top three bands of Reading and 12% in the top three bands of Numeracy. Year 5 girls achieved a 12% upward movement from the bottom two bands in Reading and a 14% upward movement to the top band, band 8 in Numeracy.

It seems that each year our participation in cultural events become more diverse. Wiradjuri Language is now being taught by tutor Ms Kerrie Gilbert in grades 1-4 and all classes designed and painted an Aboriginal pole to be displayed in our Aboriginal Peace Garden. Construction of the Waste to Art 2D Structure entry Board Games secured 1st place in the state. The members of the senior choir performed at the Opera at the Dish 50th Anniversary celebrations.

Participation in a variety of sports has continued due to the dedication and coaching by both teachers and parents. The number of students attending Regional and State carnivals has been impressive as have the results. Details are included in the sporting section.

The P&C has worked tirelessly again this year raising funds for school projects with a focus on the grounds, teacher’s wish lists and Kindergarten Reading. Ms Helen Vere the President has lead the P&C with great energy and enthusiasm and I would like to thank her for her most valuable contribution to our school over the past year and to those who regularly attend monthly meetings.

Mrs Norton relieved as Principal while I was on leave during third term and as I expected performed in the role extremely capably. My sincere thanks must go to Mrs Norton for generously taking on the additional roles and responsibilities during my absence and to the teachers and parents for their support.

Thank you to Maddison Thomson and Jacob Smede for performing their captaincy roles so capably during 2011 and to their parents who were a wonderful support.

Congratulations to Grace Newton and Dylan Beuzeville for being elected as school captains for 2012. They are delightful young people and will embrace their responsibilities happily and enthusiastically.

Our work will continue in 2012 to ensure Middleton Public School develops across all areas. Funding through the Focus Schools NEXT STEPS Initiative and the establishment of The Henry Parkes Learning Community will assist in...
this process particularly with the progress of our Aboriginal students.

Our teachers and ancillary staff perform their duties in a most professional and caring manner and constantly seek out strategies that will positively impact on student learning and wellbeing. I thank them sincerely for their hard work and dedication.

I certify that the information in this report is the result of a rigorous school evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Sherree Rosser - Principal**

**P & C and/or School Council message**
We started off running with our fete in March, and we had a blast! In fact we were having so much fun we all forgot to take photos!!

The fete is our major fundraiser for the year, but our pie drive, ably managed by Mrs Sandra Hessel, was a very close second! Such beautiful pies – look out for the pie drive again next year.

The fundraising, along with some successful grant applications has seen the P&C aid the school in a number of ways. Thanks to Mr Darrell Hoswell’s organisational skills, the oval returfing is completed and it is WONDERFUL.

The cricket nets have been repaired thanks to Mr Spedding and Mr Tolhurst, and we have provided the financial assistance to allow Mrs Dooley’s vegie patch to thrive.

We have also provided funds for an extensive list of educational resources requested by staff including new readers for Kinder and Year 1 and extra training for the staff.

Our final activity for the year has been to plan the possible change to the girls’ winter uniform. This has yet to be decided with a parent survey to be completed.

Big thanks must go to Mrs Rochelle Smith (our wonderful Treasurer), Mrs Sandra Tildsley (our SUPER Secretary) and of course our canteen supervisor Aunty BARB (what would we do without her?) not forgetting of course, all the wonderful parents who attend our meeting each month and support numerous activities across the school.

**Helen Vere - President**

**Student representative’s message**
This year has been a challenging but great year for us. It has given us confidence to speak to people and has shown us how to become leaders.

The most difficult event was the Anzac Dawn Service, which was held at the Memorial Hill. We had to wake up so early and it was very late when it finished. But it was all very interesting and important. We had to attend a lot of events which were exciting and lots of fun. Our favourite event was going to the leadership course in Bathurst.

We would like to thank Mrs Rosser and Mrs Norton for helping us along the way and showing us how to be leaders.

Good luck to the captains for next year!

**Maddison Thomson and Jacob Smede**

**Our school at a glance**

**Students**
In 2010 there were 285 students enrolled with 12% of enrolments being Aboriginal students. The school comprised 11 classes with mixed ability groupings.

**Staff**
In 2011 there were 4 executive staff including one Principal and 3 Assistant Principals. The staff also comprised 8 classroom teachers as well as a Reading Recovery teacher, Support Teacher
Learning Assistant, Teacher Librarian and Release Teacher.

Significant programs and initiatives
Two significant initiatives this year have been the implementation of a new behaviour support program called Positive Behaviour for Learning (PBL) and the commencement of a Care West supported preschool.

Student achievement in 2011
Year 3 boys performed better than girls in both reading and grammar and punctuation.
Year 5 boys scored above the state average growth in grammar and punctuation.

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 have remained below 300 during 2010 and 2011 with an expected kindergarten enrolment for 2012 of 44.

School attendance profile

Attendance rates in 2012 fell to 88.44% in Term 3 which was below the state average. A school attendance action plan will be developed and implemented in 2012 with an attendance target of 92.27%.

Management of non-attendance
The school has an Attendance Action Plan which outlines expected outcomes and strategies in order to achieve improve attendance.

Generally students attend school regularly. Those who have difficulty with regular attendance are assisted by staff and the home school liaison officer to improve days attending. Letters are sent home gaining explanations for absences when necessary. The Aboriginal student liaison officer makes home visits and staff contact parents by phone to follow up absences.

Information about attendance and provision of school data is provided regularly by the home school liaison officer who also assists when school-based interventions have not been successful. Additional strategies will be put in place during 2012 as part of the schools participation in the Focus Schools NEXT STEP initiative.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
Structure of classes
The 11 classes which included 5 composite classes were structured to cater for both the academic and social needs of students. The organization also allowed for team teaching and collaborative planning across each stage utilizing the expertise of the staff and resources.

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

The staff is stable with a balance of experienced and new scheme teachers. There are two male permanent teachers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</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>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Release</td>
<td>1</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no Indigenous teachers at the school.

Ms Kerrie Gilbert an indigenous tutor taught Wiradjuri Language to students from Year 1 to Year 4. She also supports targeted students in reading.

Staff retention
During 2011 one full time school administration officer was permanently appointed and a general assistant appointed permanently for two days per week following merit selection.

One of the three assistant principal positions has remained filled in a casual capacity by Miss Kerrie Charlton.

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>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<tr>
<td><strong>Expenditure</strong></td>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

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

Achievements

Arts

Middleton children were continually exposed to a variety of cultural experiences throughout 2011. The main highlights of the activities included:

- Our school debating team was again runners up in the Western Challenge Debating narrowly beaten by Quandialla Central School.

- 40 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 3 students prepared and presented segments on Radio 2LVR.

- Our school choir of 25 members performed at weekly assemblies, the community fete, meals on wheels function, at senior citizen homes, the community Christmas luncheon and at a community carols by candlelight.

- A talent quest was held at the end of term 3 and was extremely successful. The audience and out of school judges are always very impressed with the talent displayed in the acts.

- 10 choir members were part of a combined schools choir at a ‘once in a lifetime’ event at “Parkes Under the Stars”, held at the Parkes Radio Telescope. They sang with operatic singer Helen Barnett of Narromine.
• Enrichment Groups for Kindergarten to Year 6 were conducted in term 4 offering activities such as paper craft, mosaic, sewing and pottery.

• All students Kindergarten to Year 6 practised various forms of dance and drama 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 Grenfell with their entry “Games” 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.

• The Performing Group worked incredibly hard to prepare an item for the Performing Arts Festival. They danced to a song called ‘I don’t want to be everybody.’ Their performance was full of energy, fun and smiles.

• The recorder ensemble consisting of students from Years 2-6 trained throughout the year with Mr Justin Screen from the Mitchell Conservatorium in Forbes. The ensemble has performed at the performing arts festival in Parkes, as well as our annual school presentation night.

• Students entered two public speaking competitions- The CWA Oxley Public Speaking Competition and the inaugural Action Club Public Speaking Competition. Class competitions were held to choose which students would represent the school in each of these competitions.

Sport

Sporting programs develop 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 2011 include the following:

- 3 new records at Athletics Carnival
- Senior Boys 200m – Jaxon Taylor 28.84 (broke the record by .5 of a second!)
- Senior Boys High Jump – Jacob Smede 1.45m (broke the record by 7cm!)
- Senior Boys Long Jump – Jacob Smede 4.41m (broke the record by 22cm!)
- A team of 35 students (26 girls and 19 boys) represented Middleton Public School at the Lachlan Athletics Carnival.
- K-2 students attended an AFL Gala Day at Northparkes Oval. Students participated in eight challenging skills activities that developed their ball handling, tackling, kicking, agility and speed.
- 24 students competed at the Lachlan District PSSA Cross Country. Middleton was one of the most successful schools there with 13 students qualifying to be a part of the Lachlan team. Our most outstanding results were Jacob Smede, Jackson Hay, Jacqui Simpson and Savannah Draper who all came 1st in their age division, followed closely by Brent Morgan who came 2nd and India Draper who was sick on the day and still came in 3rd place. Brayden Spicer, Michael Murphy, John Trim, Brendan Trim, Jessica Collison, Jessica Hill and Abigail Simpson were also successful in gaining selection for the Lachlan team by being placed in the top 6 in their division.
- Middleton Public School swimmers represented Western Region at Homebush to compete in the NSW PSSA State Swimming Championships. Jaxon Taylor, Riley Crocker, Jacqui Simpson and Abigail Simpson were involved in both individual and relay events. Jacob Smede, John Trim, Callum Byrne and Natalie Kent were part of the relay teams. All students swam excellent times, most achieving PB’s. Congratulations to Jacqui Simpson who made it to the final for the 50m freestyle and butterfly. Jacqui placed tenth in the state for freestyle and seventh for butterfly.
- Our school had two successful Western Region champion teams – junior girls and senior boys swimming relays.
- The Girls Hockey team won the Parkes interschool Lois Jones Cup for the 14th consecutive year.

**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**

![Percentage in bands: Year 3 Reading](chart)

- 10% more boys in the top 3 bands in reading
• 77.8% of students achieved in the top 3 bands in writing.
• 9.1% of girls achieved in the top band in writing
• 40% of Aboriginal students achieved in band 4 with no students in the lower band 1 in writing.

• 20% of our Aboriginal students achieved in the top three bands in spelling

Numeracy – NAPLAN Year 3

• 43.2% of students achieved in the top three bands in numeracy.

Literacy – NAPLAN Year 5

• 53% of the boys moved from the bottom 2 bands in spelling
• 40% of the boys moved from the bottom 3 bands in reading
• 19.6% of students achieved in the top two bands in writing.

• 25% of our Aboriginal students achieved in the top 3 bands in spelling.

• 18% more girls achieved in top 3 bands in numeracy
• 14% more girls in Band 8 in numeracy

• Reading growth exceeded the State by 7%.
10.5% of students achieved at or higher than the expected growth in spelling.

- 69.8% of students achieved at or higher than the expected growth in punctuation and grammar.

### Progress in numeracy

- Numeracy growth exceeded the state by 11.3%.

### Significant programs and initiatives

This year the staff implemented a new behaviour support program called Positive Behaviour for Learning (PBL). Originally four staff were trained in PBL, now there is a core team of 10, who along with the remainder of the staff support PBL decisions and initiatives. Our new school rules are Have Respect, Be Responsible and Show Enthusiasm.

PBL is an ongoing program that over time will be implemented across all playground and classroom settings, excursions, sporting events and special events. All teachers evaluated the program at the end of the year and have some very exciting projects for the students in 2012.

During term two a Care West supported preschool commenced operation from our designated community base room. Twenty children received pre-schooling for two days each week which was provided by trained teaching and support staff. The goal of the preschool is to enable children who do not have access to quality pre-schooling to have that opportunity. Numbers for 2012 are encouraging and we look forward to our kindergarten students participating with the preschoolers in a variety of class and school activities.

### Aboriginal education

The Wiradjuri Language has been taught across grades 1-4 with some senior girls meeting weekly with the tutor Ms Gilbert, participating in art, cultural and language activities.

Our Aboriginal Peace Garden project located at the rear of the Kindergarten rooms is on track. All
classes have designed and completed a pole ready for placement in the garden which will be ready for use at the commencement of the 2012 year.

Both junior and senior AECG groups designed a community flag which is to be flown or displayed on official occasions in schools and the wider community.

NAIDOC was launched by a visit from the Condobolin boys dance group the Goo Gars. Our students danced with the group and played with the boys during the lunch break, they were real super stars. A presentation from Parkes Spacemen rugby league captain coach Patrick Rosser challenged the children on ways in which they could practically show respect, responsibility and enthusiasm through embracing all cultures and differences.

The Norta Norta program provided funds to tutor Aboriginal students in Year 4 and 6 who had fallen below national minimum standards in literacy and numeracy in 2010.

**Multicultural education**

Both junior and senior choirs and the recorder ensemble performed pieces from cultures other than Australia.

Musica Viva concerts featured instrumental pieces and dance and songs from Africa and Europe. Human Society and its Environment units reflected multicultural aspects across all grades.

Repertoires from the junior and senior choirs showcased songs from around the world.

**National partnership programs**

Middleton Public School does not attract National Partnership funding but in 2012-2013 will access NEXT STEP Focus Schools Initiative funding with an emphasis on Aboriginal education and transition to high school.

**Other programs**

- 123 students (44%) participated in the Premiers Reading Challenge.
- School student leaders attended the impart leadership event in Bathurst.
- Students participated in excursions to Sydney Stage 3, Wambangalang Year 4, Canowindra’s Age of Fishes Museum and Bathurst Fossil and Mineral Museum. Year 3, Dubbo Zoo stage 1 and Kinder visited local farms
- 68 Year 2-6 students were engaged in leadership roles including prefects, AECG executive, sports and library monitors.
- 17 Primary students represented our school in all three areas, academic, cultural and sport.
- High levels of participation were evident in international competitions and assessments for schools with 9 distinctions, 21 credits and 89 participations achieved.

![Image](image_url)

**Progress on 2011 targets**

**Target 1**

**Increased outcomes in Literacy.**

**Increased level of engagement of all Aboriginal students in stages 2 and 3.**

**Literacy**

Our achievements include:

- 24% more Year 1 and 20% more Year 2 students reached the Regional Reading Benchmarking level.
- 11% of Year 3 boys moved out of the bottom 3 bands in reading.
- 67% of Aboriginal students in Year 5 moved upwards from Band 4 to Band 6 in reading.
• 17% more boys in Year 3 achieved in top 3 bands in spelling.
• 25% of our Aboriginal students in Year 5 achieved in the top 3 bands in spelling.

Target 2

Numeracy

• Increased outcomes in numeracy
• Increased level of engagement of all Aboriginal students in stages 2 and 3.

Our achievements include:

• 12% more boys in Year 3 achieved in the top 3 bands in numeracy.
• 11% movement of students in Year 5 into the top 3 bands in numeracy.
• 25% of Aboriginal students in Year 5 moved from Band 5 to Band 6 in numeracy.
• 14% more Aboriginal students in Year 3 achieved in top 3 bands in number, patterns and algebra.
• 32% more boys in Year 3 achieved in the top 3 bands.
• 23% more boys in Year 5 top 3 bands and 22% more girls achieved in the top 3 bands in number, patterns and algebra.
• 25% of Aboriginal students in Year 5 moved into top 3 bands in Number, Patterns and Algebra.

Educational and management practice

Developing leadership capacity to plan and implement school improvement for 2012 was a focus.

Background

The introductory phase of Positive Behaviour for Learning (PBL) in 2010 and the need to establish a PBL leadership team highlighted the importance of enhancing the opportunities for leadership development within the staff. As a result a team of 10 staff including the Principal and 3 assistant principals committed to training in the program Team Leadership for School Improvement (TLSI). Training modules included analysing school needs, evaluating programs, developing improvement plans, strategic resourcing, and working collaboratively with the school community.

Findings and conclusions

Establishment of teams to implement school improvement will be successful if there is a shared focus, clear targets and planning following evaluation. It is imperative that there is a high level of communication and consultation within the school community.

Future directions

Future directions for 2012 will be the establishment of the “Henry Parkes Learning Community” and the implementation of a quality transition program embracing years 5-9 with a focus on engaging Aboriginal students.

Curriculum

Personal Development, Health and Physical Education (Personal Development- Student welfare)

Background

Following an evaluation of Personal Development and the Student Welfare policy by examining data from playing fields, classrooms, bus travel and student participation in extra curricula activities it was determined that the school would benefit from implementing the behaviour program Positive Behaviour for Learning (PBL). Research has shown that a students’ behavioural attitude impacts on learning.
Findings and conclusions

- 100% of teachers indicated that implementing PBL would be a positive strategy.
- 10 staff made up the PBL Team, which initiated strategies and assisted in the training of staff.
- School rules - Have respect, Be responsible, Show enthusiasm, reflect PBL outcomes.
- Behavioural rewards are both new and traditional.
- Fortnightly, PBL Leaders examine our electronic data base to determine which behaviour or area within our school needs addressing.
- Staff work together to develop lesson plans on a particular focus area.
- Students are taught the theory, given practice time and rewarded for achieving and demonstrating the positive behaviour over time.
- Students are also taught through teacher role modeling.
- Data indicates significant reductions in the number of students having days lost to suspension and attending planning room.

Future directions

PBL is an ongoing program that will be regularly reviewed and over time will be implemented across all settings.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Results following the completion of the Parent School Satisfaction Survey indicated satisfaction ranging from 75% - 100% of the 10 questions surveyed.

Parents identified strengths including the quality of the staff, a strong sense of pride and community within the school, achievements in all areas being acknowledged and the pleasing appearance of the school grounds and buildings.

Suggestions for improvement included the construction of a fence at the front of the school, greater emphasis on academic achievement especially in the provision of support for gifted and talented students and the beautification of the areas near Park St and between the two year one demountables.

Teachers and students were surveyed as to the progress of PBL. Students generally enjoy receiving tickets and rewards and having their aeroplane displayed in the office when they won a wrist band.

They had numerous suggestions as to additional prizes and indicated that they wanted to keep their values badge.

All teachers felt that they had been positively involved in the implementation of PBL and were well informed.

They stated that there was greater consistency across the school in behaviour management and the children knew what the expectations were. Suggestions included improved signage, providing badges for the children to keep and reusable tickets.

Professional learning

Professional learning funds have been drawn from a number of sources.

- A total of $5475.34 was expended on professional learning
- The average expenditure per teacher during 2011 was approximately $342.20

Professional learning funds enabled development in:

- Literacy; including L3 (Literacy, Language and Listening), the Multilit program, the Best Start program
- Numeracy; programs to enhance engagement such as Mathletics
• Technology; including the use of interactive whiteboard as a teaching tool, the use of relevant programs and software

• Student Welfare; including PBL and Friendships for life. Strengthening parent teacher relationships and community involvement

• Data analysis to improve teaching practice.

• Creative Arts

All teachers participated in five school development days. The professional learning was conducted around:

• completing all mandatory compliance training
• interpreting the 2010 NAPLAN data and understanding stage responsibilities within the 2011 school management plan
• developing literacy and numeracy plans for each stage
• reviewing PBL data, planning lessons and developing resources for each term

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Literacy

• Improve the number of students achieving regional reading benchmarks in Years 1 and 2
• Maintain and improve the number of students achieving regional reading benchmarks in Kindergarten
• Increase the number of students in year 5 and 7 achieving proficient bands in Reading
• Increase the number of Aboriginal students in year 5 and 7 achieving proficient bands in Reading

Strategies to achieve these targets include:

• Analysis of the NAPLAN data and school assessments
• Continuation of the Kindergarten Early Reading Intervention Program, L3, Chatterbox, Wambinya Project, Flying Start and Rocket Reading programs
• Provision of personal learning plans for Aboriginal students and students on support funding
• Compilation of writing strategies and resources using the NAPLAN site across all stages
• Demonstration of successful writing scaffolding and strategies to all staff
• Training two additional teachers in Reading to Learn and L3
• Literacy consultant coaching
• Pre and Post Assessment in spelling and reading
• Tutors trained and teaching Multi-Lit

School priority 2

Outcome for 2012–2014

Numeracy

• Increase the number of students in year 5 and 7 achieving proficient bands in numeracy
• Increase the number of Aboriginal students in year 5 and 7 achieving proficient bands in numeracy

Strategies to achieve these targets include:

• Compilation of Fraction and Decimals and Operations strategies and resources using the NAPLAN site across all stages.
• Training of teachers in TEN and Mathletics.
• Provision of personal learning plans for Aboriginal students and students on support funding.
• Explicit use of mathematical language used in practical activities.

School priority 3

Outcome for 2012–2014

Attainment and Engagement

• Maintain school enrolments with a focus on PBL, engagement strategies and community connections
• Link Aboriginal perspectives across all KLA units
• Imbed information technology in all KLA’s.

Strategies to achieve these targets include:

• Wiradjuri Language taught across grades 1-6 by tutor and Aboriginal students. Supported by teacher in programming and lesson delivery.
• Completion of Team Leadership for School Improvement training.
• Continuation of the on-site preschool for targeted students with access to 2 days per week for 40 weeks of quality preschooling, encouraging increased involvement of the students/parents in whole school and class activities.
• Continuation of PBL –
  • Moving from playground focus to classroom
  • Ongoing coaching/training as required
• Partnership Schools collaboratively developing a uniform Anti-Bullying Policy with a focus on PBL values
• The Parkes Public schools launch The Henry Parkes Learning Community and complete cultural awareness training.
• Professional Learning in Wiradjuri dance for a selected teacher and Aboriginal tutors from partnership schools establishing a community of schools Yrs 5-9 Wiradjuri Dance Troupe.
• Charles Sturt University Schools Outreach Program with a focus on inspiring all students from K-12 to consider tertiary education and training all partnership schools engage in.
• Partnership schools collaboratively program for transition of Year 6 to Year 7
• In mathematics using the 8 ways of learning K-6. Use of culturally appropriate ways of implementing Mathematics K-6 and collaboratively program across grades/stages.
• Targeted students provided access to playgroup for 2 hrs per week for 10 weeks
• Parenting playgroup to operate each week offering screening for hearing and vision for preschoolers and occupational therapy assessments along with relevant parenting information.
• Years 5 and 6 to attend a careers event developed by Parkes High school.

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.
Mrs Sherree Rosser, Principal
Mrs Judy Fisher, Assistant Principal
Mrs Anne Norton, Assistant Principal
Miss Kerrie Charlton, Assistant Principal
Mrs Carolyn Butler, STLA
Mrs Leanne Wright, School Administration Officer
Mrs Sue Tolhurst, School Administration Manager

School contact information
Middleton Public School
Medlyn Street, PARKES NSW 2870
Ph: 0268 621999
Fax: 0268 625310
Email: middleton-p.school@det.nsw.edu.au
Web: www.middleton-p.school.det.nsw.edu.au
School Code: 4089

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