Western Region
Sports Person of the Year
India Draper

Middleton Public School
Annual School Report

Celebrating Reading
Our school at a glance

Students

In 2012 there were 265 students enrolled with 12% being Aboriginal students. The school comprised 11 classes with mixed ability grouping.

Staff

In 2012 there were 4 executive staff including 1 Principal and 3 Assistant Principals. One additional part time Assistant Principal was also employed through Next Steps Focus Schools funding. The staff also comprised 8 classroom teachers as well as a Reading recovery teacher, Learning Support Teacher, Part time support teacher, Teacher Librarian and Release teacher. One teacher was engaged to fill a vacancy that existed while a permanent teacher was on maternity leave from Term 3. Other temporary teachers were employed under the Focus Schools Next Steps funding. Many of these teachers will be remaining at Middleton Public School in 2013.

Significant programs and initiatives

 Middleton Public School continued to implement Positive Behaviour for Learning (PBL) at Tier 1 level. In 2013 the school will progress to Tier 2 where strategies are implemented in classrooms. The Carewest preschool continued throughout 2012 for children 3-5 years old. The school attracted Next Steps Focus Schools funding in Term 3 2012, which commenced across all aspects of their schooling and will continue in 2013. This initiative supported Aboriginal students.

Student achievement in 2012

In NAPLAN Year 3 Girls, have improved by 102 scale scores from the 2011 data in the test aspect of Reading.

In NAPLAN Year 3 Girls, 10 students were 11 scale scores above the state average in the test aspect of Reading
In NAPLAN Year 5 Boys were 24 scale scores above the state average growth in the test aspect of Numeracy.

Messages

Principal's message

I returned to Middleton Public School after 17 years of teaching at Forbes North Public School to relieve as Principal for Mrs Sherree Rosser who undertook a National Partnership Mentor position. Previously I taught at Middleton Public School from 1987 until 1994.

The 2012 school year was exciting, challenging and one of achievement. We have been fortunate at Middleton Public School to have a committed team of teaching and non-teaching staff who work together to support all students. Students are encouraged to do their personal best in a safe and caring environment. There is a strong emphasis on improving student literacy and numeracy with a focus on technology.

The school is proud of the genuine partnership that exists between home and the school to improve students’ learning outcomes.

The school is recognised for its outstanding Positive Behaviour for Learning program, especially for the initiatives which address violence and bullying and promote the values of respect, responsibility and having a positive attitude.

A number of new initiatives have been implemented. Our Kindergarten classes continued to implement L3 (Language Literacy and Learning) and their reading results have been outstanding. The school continues to implement Best Start and this year introduced TEN (Targeting Early Numeracy) for K-2 Students.

The community was excited by the efforts of each class in the items presented at our annual Open Day Concert, held in Education Week. We certainly have a number of talented students. I would like to take this opportunity to thank the students, their teachers and the non-teaching staff involved in this grand production.

Sport has had a high profile in our school in the past year with students achieving outstanding results. Students were involved in a range of
sports as part of knockout competitions, skill development and carnivals. Our thanks go to the staff who assisted with coaching and to the parents that provided transport to these events as required.

We had students represent our school in Public Speaking and Debating. Others took part in the Premier’s Reading Challenge.

The staff continues to actively pursue professional learning opportunities to ensure that best practice teaching methodology is a feature of Middleton Public School. This year saw the establishment of the Henry Parkes Learning Community involving Parkes Public School, Parkes East Public School and Parkes High School and Middleton Public School. This has been a successful and well received initiative resulting in combined efforts to create an across schools anti-bullying policy, combined display at the Parkes Show and a fantastic year 6 into Year 7 transition program.

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.

Michele Herbert (Relieving Principal)

P & C Message
2013 has been a productive year for the Middleton Public School P&C Association, with two new members on the executive team: Mrs Kerrie Harry who has ably stepped up to fill the Secretary position, and Mr Jeff Field who has been a very capable Treasurer.

After much consultation with the school community, a new girls’ winter uniform has been decided upon and accepted by the school community. Thanks to Mrs Catherine Duncan and Mrs Debbie Winter for all their efforts in bringing in the new uniform and ensuring that the discussions were positive and constructive. The canteen continues to thrive under the diligent care of Mrs Barbara Osborne whose enthusiasm for the job is undiminished after 39 years on the job; the canteen works at a profit providing innovative healthy choices for the students.

Fundraising efforts included the Fete in March, the Pie Drive in June (thank you Mrs Sandra Hessel) and Christmas raffle in December (thank you Mrs Barb Osborne) which have all been very successful and allowed the P&C to fund the staff wishlist (resources), support staff professional development (first aid and swimsafe courses) and complete the Aboriginal Peace garden.

Several families have historically provided enormous input into MPS, and it was decided to recognise their efforts by naming the newly renovated sporting fields after them and to organise a family photo for inclusion in our photo gallery. For posterity it was also decided to record a “living history” video of each family to record their contributions. The Miller family were our first family to be photographed and recorded and we again thank them for the enormous contributions they have made over the years.

After completion of our major projects identified in previous years, the P&C have formulated a new project list. The two major projects identified were: the purchase of 40 laptop computers and installation of wireless internet, providing two mobile banks of 20 computers for classroom use, and the installation of Soundfield systems into all Stage 1 classrooms (to improve outcomes for hearing impaired students). In December 2012 we were successful in obtaining a $6000 grant from the Myer Foundation to install the Soundfield systems.

The Middleton Public School P&C thank Mrs Michele Herbert for the wonderful job she has performed this year in stepping into the role of Principal for a year. Michele has been energetic, innovative and accessible to all and we wish her all the best for her future career. We also warmly welcome back Mrs Sherree Rosser and are looking forward to her return in 2013.

Mrs Helen Vere P&C President
School Captains Report

We really enjoyed this year. It was fun! We enjoyed meeting different people in the community, attending important events and especially speaking in this year’s assemblies.

One of our most favourite memories would have to be attending the Dawn Service although we had to be there at 5:30am! We also thoroughly enjoyed the Parkes Rotary Opening Ceremony where we got to meet the President of the Rotary World Club from India.

Another favourite memory was attending be the Leadership Course with the other prefects and the AECG members. We enjoyed the Loud Noise Boys. It was great.

We also really enjoyed showing two ladies around our school, one from the NSW Mining Industry and one from North Parkes Mines. We showed them how our school plans to beautify our environment by planting trees and placing nice bark chips to prevent dust. Our school was granted a HUGE $900 cheque to help with this.

We also did a special job on Remembrance Day at Cooke Park with the other captains from other schools in Parkes and Red Bend Catholic College in Forbes. We had to read names from World War 1, World War 2, Vietnam and Korea. It was very interesting.

The last thing we did for the year is when we went to the Koori flag raising ceremony. Our mayor of Parkes, Ken Keith was there and he got interviewed on TV. There was an Aboriginal welcoming acknowledgement by an Aboriginal man and the boy school captain of Parkes High. We loved it!

Even if it was just minor things like setting up the hall every week or welcoming visitors to our school, we both thoroughly enjoyed it!!! Even sometimes things were rough like getting up so early for the Dawn Service, we still liked to represent our school with pride.

We encouraged people to run for this position of being a Captain of Middleton Public School. We have had the best time of our lives!

Grace Newton & Dylan Beuzeville

School context

Student information

Student enrolment profile

Enrolments remain below 300 in 2012 with an expected 31 Kindergarten students enrolled for 2013.
Student attendance profile

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<thead>
<tr>
<th>Year</th>
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<th>2012</th>
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<td>K</td>
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<td>94.1</td>
<td>93.1</td>
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<td>91.9</td>
<td>92.2</td>
<td>92.9</td>
<td>92.3</td>
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The school reached the School Management Plan target of achieving a better whole school attendance rate. Our target was 92% and the school achieved 92.3% which was outstanding.

Management of non-attendance

The School implements an Attendance Action Plan negotiated with the DEC that outlines expected outcomes and strategies to improve student attendance at school.

Most students displayed excellent attendance throughout the year. Students who experience difficulties are assisted by school staff and parents are contacted to follow up on absences.

Letters are sent home when an explanation of non-attendance is required. Frequent unexplained absences are referred to the Home School Liaison Officer and the Aboriginal Student Liaison Officer who assists with additional strategies in returning students to school.

Staff information

The staff is mostly stable with a balance of experienced and new scheme teachers.

Mrs Kerrie Gilbert an indigenous tutor taught Wiradjuri language throughout 2012 to students in Years 1-6. She has also supported students in Kindergarten through the Wambinya program and students in Years 1-4 in Reading.

Staff retention

During 2012 an Assistant Principal was appointed though Merit Selection. The successful applicant was Mrs Annette Orr a former student of Middleton Public School. A part time office assistant, Mrs Kaye Henderson, was permanently appointed to the school to assist with the administration of the Library.

An additional Assistant Principal position was created through Next Steps Focus schools funding. This position has been filled by Mrs Kerrie Piffarelli for 2012-2013.

Teacher qualifications

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

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Staff establishment

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<td>Principal</td>
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<td>Assistant Principal(s)</td>
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<td>Classroom Teachers</td>
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<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</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>Total</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.

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**Income**

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**Expenditure**

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<td>Administration &amp; office</td>
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<td>Capital programs</td>
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**Balance carried forward**

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<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2012 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 2012**

The students have had the opportunity to participate in a variety of educational experiences that encompass the arts, sporting, academic and cultural areas.

**Achievements**

**Arts**

The students at Middleton public School have participated in a variety of artistic and cultural experiences throughout 2012.

The highlights of these activities have included:

- Participation in the local Waste to Art competition. Pictured is the Local Winning Art Work ‘Love 2 Read’. All students contributed to the construction of this wonderful artwork highlighting the principles of recycling.

- Each term Year 4 students prepared and hosted an hour long radio program on 2LVR.

- Students participated in Debating in the Western Challenge being narrowly beaten by Quandialla for the second time.

- Our School Choir regularly performed at weekly assemblies, fetes and other community functions including Carols by Candlelight.

- The school Choir travelled to Canberra to participate in the CAT (Canberra Art Theatre) awards evening.

- The school Choir also travelled to Sydney to perform as part of the Sydney Opera House choir.

- A very successful talent quest was held in Term 4. Community judges were impressed with the range and depth of talent of the students from Years K-6.

- All students K-6 participated in dance and drama training to expand their repertoire of dance knowledge. The students then attended the annual school dance at the PCYC with great enthusiasm and expertise.
• Students participated in lead up lessons which were followed by two Musica Viva in Schools performances.

• Young Australia provided two performances in Drumming and Aboriginal Culture.

• Middleton Public School engaged the expertise of Wiradjuri Echoes, a Wiradjuri dance group, to train Aboriginal students and selected friends, teachers and tutors in the Henry Parkes Learning Community.

• Students participated in the CWA and Action Club Public Speaking Competitions with some success.

**Sport**

Middleton Public school provides a range of quality sporting programs which encourage the development of skills, self-esteem and sportsmanship. Middleton Public school is recognized for its sporting achievements in many different fields.

Highlights of 2012 were:

• Outstanding Achievement Award Western Area PSSA Representation for India Draper

During her Primary years at Middleton Public School India has undoubtedly achieved one of the most illustrious representative records of any Primary aged student in the Western Area.

From 2009 until 2012 India has represented Western Area on 16 occasions in 6 different sports.

Due to her achievement this year, India broke her own previous record for representations by a Middleton public student which was 11.

Below are the years and sports in which India has participated.

2009  Athletics, Cross Country and Swimming
2010  Athletics, Cross Country and Swimming
2011  Athletics, Cross Country, Hockey, Swimming and Touch Football
2012  Athletics, Cross Country, Football, Hockey and Swimming

India also gained selection for Touch Football. However, due to her NSWPSSA Hockey commitments, was unable to participate.

The highlight for India came this year when she was selected to represent NSWPSSA in Hockey at the Australian titles in Adelaide.

In a remarkable effort, India represented in Athletics, Cross Country and Swimming for four consecutive years. Her record of 16 representations is by far ahead of any other student from Middleton Public School. India’s natural ability, commitment and talent make her an Outstanding Achiever in Western Area PSSA Representation for 2012.

**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)

**Reading – NAPLAN Year 3**

Year 3 students performed well in Reading. The average mark for Reading in Year 3 was 393.9 compared with the state average of 426.9.

53.8% of students were in the top three bands.
• 11.5% of students in Year 3 achieved in band 6 in Reading.

• 19.2% of students in Year 3 achieved in band 5 in Reading.

• 23.1% of students in Year 3 achieved in band 4 in Reading.

In Spelling, 46.1% of students achieved in the top 3 bands.

The average mark for Year 3 was 429.6.

70.9% of students achieved in the top three bands.

Year 3 students performed extremely well in Grammar and Punctuation.

The average mark for Year 3 being 401.6 compared with the state average of 434.5.

65.4% of students were placed in the top three bands.

Regional Director Mrs Carole McDiarmid and Mrs Michele Herbert (Relieving Principal) discuss the school’s Waste to Art Project.
Year 3 students performed well in Writing. 69.3% of students were in the top three bands. 30.8% of students achieved in bands 4 and 5.

Numeracy – NAPLAN Year 3

Year 3 students performed well in Numeracy. In 2012, 26 Year 3 students sat for the NAPLAN in Numeracy.

The average mark for Numeracy in Year 3 was 368 compared with the state average of 405.7.

46.1% of students achieved in the top three bands.

Reading – NAPLAN Year 5

In 2012, 39 Year 5 students sat for the NAPLAN in Literacy.

Year 5 students performed below the state in reading.

The average mark for Year 5 was 460.1 compared to the state average of 498.8.

- 7.7% of students in Year 5 achieved in band 8 in Reading.
• 5.1% of students in Year 5 achieved in band 7 in Reading.
• 20.5% of students in Year 5 achieved in band 6 in Reading.

In Spelling 35% of Year 5 students achieved in the top 3 bands.

27.5% of Year 5 students achieved in the top 3 bands in Grammar and Punctuation.

In Numeracy 33.3% of Year 5 students achieved in the top 3 bands.

The average progress in Reading for students between Year 3 and Year 5 was 75.5.

Progress in Spelling
Improvement in Spelling was significant during 2012.

The average progress in Spelling for students between Year 3 and Year 5 was 96.8.

The average progress for the state was 94.3.
Progress in Grammar and Punctuation

The average progress in Grammar and Punctuation for students between Year 3 and Year 5 was 59.9.

Progress in numeracy

The average progress in numeracy for students between Year 3 and Year 5 was 97.6.

This progress is above the state average of 96.6. Numeracy continues to be a target in 2013.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) was implemented in 2011. This year, staff continued to implement the behaviour support program, focusing on out of classroom settings. Teachers have delivered lessons to students each week, covering values and specific lessons on positive behaviour. Our school rules are Be Responsible, Show Respect and Have a Positive Attitude.

Throughout the year, staff re-evaluated the PBL reward systems and trialled new incentives for students. As an individual incentive, staff implemented an individual money reward system, where students received $1 Middleton Money tickets throughout the term, to spend on a reward activity of their choice.
Money was given by all staff to students at random when they were ‘caught’ following the school rules.

We have had many successful, enriching activity days where students have spent their reward money on building a fruit orchard, working with new computer programs and internet sites, learning sporting and cultural games and conducting science experiments. As a whole school incentive, for every dollar that a student earned, a ticket was put into a whole school reward tub. When the tub was full of tickets, students received the whole school reward. Some of the reward days included watching the teachers perform a drama skit at assembly, ‘dressing up like a teacher’ day, ‘teacher lucky dip’ draw and students accessing a set up obstacle course for a day.

In 2013 students will reassess PBL incentive systems again and update them to allow PBL to remain fresh and exciting for students.

**Kinder Transit**

In 2012 a Kindergarten transition program was implemented from Term 3 until the end of Term 4. Mrs Melissa Roberts coordinated the program with the assistance of a Learning Support Officer and a volunteer. Students enrolling into Middleton were prepared for routines and expectations long before their first day of Kindergarten.

![Image of a student](image)

**Care West Preschool**

The Care West preschool continued to operate on Thursdays and Fridays each week. Enrolments increased throughout the year and it is anticipated that the service will expand to four days a week commencing in Term 2 2013. A new Coordinating Director, Mrs Sandra Eldridge, was appointed in 2012. Two support staff were also employed.

Students from the preschool participated in school events such as Life Education Van. Students who have enrolled at Middleton in 2013 have been provided with an excellent prequel to school.

**Aboriginal education**

The major focus for 2012 was the implementation of Focus Schools Next Steps initiative. Unfortunately funding was not received until week 8 Term 3. Programs were immediately implemented once funding arrived.

As part of the Henry Parkes Learning Community, Middleton Public School hosted the Wiradjuri Dance Echoes to teach dance to indigenous and non-indigenous students. Teachers, tutors and students were invited to participate. This was a huge success and the dancers performed at NAIDOC day and presentation night.

All staff from Parkes East Public School and Middleton Public School participated in 8 Ways training during 2012. Further implementation of 8 Ways strategies will continue in 2013 to enhance learning outcomes for indigenous and non-indigenous students.

The Wiradjuri language program continued in 2012 with Ms Kerry Gilbert implementing the program across grade 1-6. The program in Parkes was filmed by ABC TV and broadcast in 2012 highlighting the importance of this significant program. A number of students, teachers and tutors were involved in interviews and performances.

The Wiradjuri choir sang at the school NAIDOC celebration.

The Aboriginal Peace garden was completed in Term 1 and an official opening occurred during NAIDOC week. Mr Geoff Anderson (Wiradjuri Elder and President of the Parkes AECG) opened the garden.
The Junior AECG were very productive attending meetings and participating in school events.

AECG Members

Norta Norta

The Norta Norta program was implemented in 2012 by Mrs Vikki Nixon. Selected Aboriginal students received additional Literacy tuition.

The Wambinya program also continued in Kindergarten in 2012. The program targeted Aboriginal students with low comprehension skills and aimed to improve these skills throughout the duration of the year. 4 students participated in 2012 with all experiencing success in Literacy.

Multicultural Education

Student representatives from the choir performed pieces from cultures other than Australian.

Musica Viva Concerts featured music and songs from Jacarna, Zeeko and Samba.

Human Society and the Environment units of work highlighted different cultures, history and beliefs.

National partnership programs

Although Middleton Public School was not on the National partnership program, the school was able to access the expertise of the Partnership Mentor and the Connected Learning Coach throughout the year.

Staff were able to attend sessions individually and as a group to improve technology skills in the classroom and enhance outcomes for students.

Other programs

- 109 students participated in the Premiers Reading Challenge.
- 255 students participated in the Premiers Sporting Challenge.
- Student Leaders attended the Impact Leadership Day in Dubbo.
- Students participated in excursions to Canberra for Years 5 and 6, Wambangalang for Year 4, Wellington Caves for Year 3, Central West Livestock Exchange at Forbes and a trip on the Heritage Steam Train for Years 1 and 2 and Kindergarten students travelled to a number of local farms.
- 68 students represented their peers in leadership roles as Captains, Prefects, Junior AECG, Sport and Library monitors.
- High levels of participation were evident in ICAS competitions with 5 Distinctions, 9 Credits and 24 participation certificates awarded.

Progress on 2012 targets

Target 1

LITERACY

Increased outcomes in Literacy

Increased level of engagement of all Aboriginal students in stage 2 and 3.
Our achievements include:

- 37.8% more year 2 Students reached the regional benchmarking level
- 85% fewer year 1 students achieving in the bottom 4 reading levels.
- Stage 3 Aboriginal students achieved an average growth in reading of 1.5 years.
- Stage 2 Aboriginal students achieved an average growth in reading of 8 months
- 12.3% of Year 3 students transitioned from the bottom bands in Reading
- 5.7% increase of Year 5 students in top bands in Spelling.

**Target 2**

**NUMERACY**

**Increased outcomes in Numeracy**

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

Our achievements include:

- 55% of year 1 students moved from the bottom two bands
- 38% of year 2 students moved from the bottom band
- 8.5% of Year 3 transitioned from the bottom bands
- 3.3% Year 5 transitioned from the bottom bands into the middle bands in Numeracy.
- Year 3 Aboriginal students achieved an average percentile rank growth of 7%.
- Year 5 Aboriginal students achieved an average percentile growth of 2%.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Leadership and Student Welfare.

**Leadership and Student Welfare**

**Background**

A team of 10 staff including the Principal and 3 assistant principals committed to training in the program Team Leadership for School Improvement (TLSI) in 2010 and 2011. Training modules included analysing school needs, evaluating programs, developing improvement plans, strategic resourcing, and working collaboratively with the school community.

The introductory phase of Positive Behaviour for Learning (PBL) highlighted the importance of enhancing the opportunities for leadership development within the staff and the need to establish a PBL leadership team.

**Findings and conclusions**

The Henry Parkes Learning Community was established in 2012 and allowed greater collaboration and sharing across the public schools of Parkes. A highly successful Year 7 transition program (that includes students 5-9) was implemented with close consultation between Parkes High School and the feeder schools.

The continued implementation of Tier 1 of Positive Behavior for Learning occurred in 2012. Shared vision, analysis of data and setting revised targets proved to be successful and strategic in improving student behaviour. Consultation was the key factor in ensuring PBL’s continued success. A revised rewards system re energised the students enthusiasm.
Future directions

During 2013 Tier 2 of the Positive Behavior for Learning will be introduced with a focus in classroom behaviour. Ongoing monitoring and evaluation will ensure that PBL is continually evolving and addressing student needs.

The continued strengthening and success of the Henry Parkes Learning Community through school executive collaboration will ensure quality education across the public schools of Parkes. Curriculum development, Transition, Aboriginal Education and Engagement and a consistent approach across the schools, will see Parkes thrive as an educational hub in the Central West.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

School Satisfaction

On average 95% of parents are happy that

- we have supportive welfare programs
- we have fair discipline.
- we promote a uniform policy.
- we offer a wide range of extra-curricular programs.
- our newsletter is informative.
- we set high standards for both staff and students.

Additional comments

- We have a great friendly school.

Student Welfare

100% of staff are confident that

- children like attending the school.
- staff care for student welfare.
- discipline issues are dealt with effectively.
- parents are kept informed re student achievement/problems.
- PBL and Peer Support are working well in the school.
- we operate a number of welfare programs to assist students.

Student responses provided the following information:

- 90% of students feel our school a friendly place to come and learn.
- 95% of students like having PBL at the school.
- over 90% of students responded that they use the computer more than once a week at school.
- 92% of students enjoy peers support groups.
- 74% of students responded that their technology skills have improved since the previous year.

Professional learning

All teaching and non-teaching staff participated in professional learning during 2012. Staff were trained in Work Health and Safety, Anaphylaxis Awareness, Diabetes training and Child Protection. Various other conferences, regional projects, courses, workshops, forums and network meetings were attended by the staff. L3, TEN, Multilit, Every School Every Student, PBL reloaded, Maths Matters (Henry Parkes Learning Community, 8 Ways, Cultural Awareness, Advanced whiteboard training, Road Safety, EAL strategies, Got it, and Live Life Well were significant professional learning programs that some teachers and Learning Support officers attended.
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

- Increase the number of students in year 3 and 5 achieving in the top three bands in Reading

2013 Targets to achieve this outcome include:

- Increase the percentage of students in Year 5 achieving greater or equal to expected growth in Reading from 52% in 2012, 56% in 2013 and 60% in 2014
- Increase the percentage of Year 3 students achieving in the top three bands in Reading from 54% in 2012 to 58% in 2013 and 60% in 2014

Strategies to achieve these targets include:

- Analysis of NAPLAN data, compilation of strategies and resources, and co-operative planning for the teaching of Literacy targeting Reading, Comprehension, Spelling, Grammar and Punctuation K-6
- STLA to maintain and grow Flying Start program targeting Aboriginal students
- Personal Learning Plans developed for each Aboriginal student in consultation with parents/carers

School priority 2
Outcome for 2012–2014

- Increase the number of students in year 3 and 5 achieving in the top three bands in Numeracy

2013 Targets to achieve this outcome include:

- Increase the percentage of students in Year 5 achieving greater or equal to expected growth in Numeracy from 42% in 2012, 47% in 2013 and 52% in 2014
- Increase the percentage of Year 3 students achieving in the top three bands in Numeracy from 46% in 2012 to 50% in 2013 and 53% in 2014

Strategies to achieve these targets include:

- Analysis of NAPLAN data, compilation of strategies and resources and co-operative planning for the teaching of Numeracy targeting fractions and decimals and operations
- Professional Learning in scaffolding for Numeracy 3-6

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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Mrs Anne Norton, Assistant Principal
Mrs Annette Orr, Assistant Principal
Mrs Kerrie Piffarelli, Assistant Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: