Middleton Public School
Annual School Report 2013

Yarn Bombing Tree
School context

Principal’s message
This is the last of my Principal’s reports for the Middleton Public School Annual School Report as I retire at the end of the year.

I am extremely excited about the progress we have made throughout 2013 across all aspects of school life. The additional funding made possible through the NEXT STEP Initiative and National Partnerships has allowed school teams to be innovative, develop their own skills and enhance the learning opportunities for all of our students.

Live Life Well (LLW) and Positive Behaviour for Learning (PBL) have again been vital in the ongoing development of a school culture where everyone’s contribution is valued and hard work is recognised within an environment that nurtures good health, respectful and responsible behaviour and a positive caring attitude.

The grounds have changed significantly over the past few years with the removal of the demountable buildings and the construction of the three new classrooms. We now also have vegetable garden beds popping up and an orchard established which will provide fruit for all of the children at least twice a week. The yarn bombing trees and the waste to art projects add colour and excitement to the grounds. These innovative projects are possible because we have teachers who think creatively and develop long term improvement plans which always have a focus on student learning and well-being.

During semester one, two teachers from Parkes High School, Mrs Michelle Tory and Mr Malcolm Bruce taught science and music to our year six students as part of the Henry Parkes Learning Community transition program. It was very successful for both the students and the teachers who all developed new skills. This project has ensured a positive and smooth transition to high school for our year six students and has improved their knowledge in both science and maths. It is anticipated that a similar project will operate next year.

The Henry Parkes Learning Community (HPLC) will continue to strengthen as both Principals and teachers reap the benefits of a collaborative approach across all public schools in Parkes.

Results for each student this year has been extremely positive. Students develop at their own rate with individual focus areas, some not always academic. Many of our students have individual learning plans which are discussed and negotiated with parents.

Our P&C continue to be a major support of initiatives in the school and work hard to provide additional funding for specific programs. Numerous parents although not in P&C, assist in varied ways across the school. Areas where parents provide much needed support are the canteen, classroom and sport. Giving just one hour per week can make a huge difference to what we can provide for the girls and boys.

Thank you so much to president Stephen Gaut and his executive, treasurer Jodie Duncan and secretary Deb Winter and the regulars who attend meetings. They have generously given their time throughout the year to support the whole school community.

The Carewest preschool is growing from strength to strength and will be offering four days of pre-schooling next year. This provides such a necessary service for our community and provides a close relationship between the school, preschool and parents and
enables a positive and seamless transition to 'big school'.

I would like to most sincerely thank the staff for their dedication, commitment, hard work and the care they display for the children and one another. They are an outstanding group of people and I am very proud to say that I have worked alongside them.

I would like to especially thank the executive, Mrs Fisher, Mrs Orr, Mrs Norton and Mrs Piffarelli and the administrative staff, Mrs Tolhurst and Mrs Wright for their support over the years. They have played a pivotal role in supporting me in my leadership and I will always be grateful to them.

I know that Middleton Public School will continue to provide a quality education for the children of the Parkes community as it adapts to change and needs.

Best wishes for the future.
Mrs Sherree Rosser

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**P&C message**

This year has seen a few changes to the executive team of the Middleton Public School P&C Association with Mrs Debbie Winter stepping into the secretary position, Mrs Jodie Duncan graciously taking on the treasurer’s. A big thank you to Mrs Kerrie Harry, Mr Jeff Field, and Ms Helen Vere for standing in these positions in previous years.

The Middleton Public School P&C Association would like to thank our school Principal Mrs Sherree Rosser for her wonderful, caring and innovative leading of the school community. Not just for this year but for the past seven years. Our school community has been enriched by her drive to get new class rooms, the on-site Carewest preschool and great school programs that have helped bring together both Aboriginal and non-Aboriginal students. So it is with great sadness that we bid her farewell and wish her all the best in her retirement. We also look forward to working with the new Principal Mr David Simes in 2014.

Some of the children have expressed the view that the heart of Middleton Public School is the canteen. This is a one stop shop for great food and for all school uniform needs. Mrs Barbara Osborne has breathed vitality and life into the canteen now for forty years and with the help of great volunteers keeps it running at a profit. It would be great if this can continue into the future though it will require more people to get involved. This year was the first full year with the new winter uniform and it looked great!

Fundraising efforts included the mini-fete in March (thank you to all the parents involved and particularly Mrs Helen Standen on behalf of the school) and the pie drive in June. Added to this through great “grant”
applications by Ms Helen Vere in December 2012 we were successful in obtaining $6000 funding from the Myer Foundation and in October 2013 $3000 funding from Northparkes Mines and Parkes sport council. This has allowed the Middleton Public School P&C Association to donate to the school more than $27,000 in 2013. This has covered the purchase of 6 ipads, 28 laptop computers and installation of wireless internet, the installation of juno hearing systems (to improve outcomes for hearing impaired students), a 20ft storage container, a portable sound system for the school choir and subsidised swimming lessons for the students in years 2-6. What a year...and we still have many more projects we would like to help the school out with next year so please continue with your support.

Our school community is what we make it ...let’s continue to make it great!

Mr Stephen Gaut - P&C President

Student representative’s message
This year it has been a pleasure to be the captains of Middleton Public School. We were lucky enough to be given the opportunity to represent our school in a number of ways.

At the beginning of the year we attended the Anzac Dawn service at 5:30am and while it was absolutely freezing, we were very proud to represent our school at such an important event.

We also travelled to Dubbo with the vice-captains, prefects and AECG leaders to attend a leadership course. It was a fun day mixing with other school leaders in our area.

Mrs Rosser took us to some special events. We got to go to the retirement dinner for Mrs Carol McDiamond, regional director where we ate and ate and ate!

We attended the parent information evening for our new kindergarten students. It was a good opportunity to talk about how much we love our school.

Running the weekly assemblies, being the chair person, setting up the hall and giving out awards are among other things we enjoyed doing.

We hope that other students in year 5 and the following years all strive to be school leaders. It is a very rewarding role. We’ve had the best time of our school lives so far and we wish the future leaders of our school the best of luck.

Jessica Hill and Domonic White

Student enrolment profile

![Enrolments](image)
Enrolments have steadily declined since 2009. Staffing cuts at Northparkes Mines, a need for families to relocate for employment and lower birth rates have all been contributing factors.

**Student attendance profile**

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<td>94.4</td>
<td>94.3</td>
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Management of non-attendance

The attendance action plan target of 93.7% was exceeded by 0.2%.

**Workforce information**

Although the staff is predominately female with all female executive, male staff are represented across team initiatives. Experienced staff coach and mentor beginning teachers.

**Workforce composition**

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
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<tr>
<td>Head Teachers</td>
<td>0</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
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<tr>
<td>Total</td>
<td>40</td>
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</table>

Ms Kerrie Gilbert an indigenous tutor taught Wiradjuri language throughout 2013 to students across years 1-4. Ms Gilbert is completing her teacher training and will be increasing her support role in 2014 to include both literacy and numeracy with a focus in years 3 and 4.

**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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>65%</td>
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<tr>
<td>Postgraduate</td>
<td>5%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>30%</td>
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</table>
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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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>277,269.69</td>
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<tr>
<td>Global funds</td>
<td>168,517.20</td>
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<td>Tied funds</td>
<td>347,787.47</td>
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<tr>
<td>School &amp; community sources</td>
<td>86,394.70</td>
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<tr>
<td>Interest</td>
<td>10,370.03</td>
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<td>Trust receipts</td>
<td>3,792.50</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>894,131.59</td>
</tr>
</tbody>
</table>

**Expenditure**

- **Teaching & learning**: 48,451.70
  - Key learning areas: 28,742.20
  - Extracurricular dissections: 23,284.34
- **Library**: 3,386.44
- **Training & development**: 700
- **Tied funds**: 295,967.31
- **Casual relief teachers**: 25,353.49
- **Administration & office**: 41,937.17
- **School-operated canteen**: 0
- **Utilities**: 59,220.38
- **Maintenance**: 8,904.54
- **Trust accounts**: 2899.18
- **Capital programs**: 0.00
- **Total expenditure**: 538,846.75

**Balance carried forward**: 355,284.84

A full copy of the school’s 2013 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 2013

**Arts**

- The kindergarten-year 1 choir, comprising 35 students, trained all year performing at weekly assemblies. Participation in the choir encourages a love of music, through song, drama and movement.
- Students participated in Oxley public speaking with one student receiving a highly commended.
- Our year 2-6 choir performed at numerous events. In particular they participated in Australia’s biggest music gig, singing ‘keep on’ with over 600,000 other students at the same time.
- The choir also performed in the Parkes combined schools performing arts festival where they joined with all Parkes schools singing ‘follow my lead’ and ‘we’ve got the music’.
- All students across K-6 created extraordinary hats that were displayed at the Easter hat parade.
- The performing arts festival highlighted the talents of Jordyn Chapple who performed a solo ‘castle on a cloud’ and Anna Westcott who performed as part of the combined school’s band.
- 18 students performed a song and dance from the Broadway musical Annie.
- Mrs Campbell, the student welfare officer met with a group of 6 girls for craft each week and with 6 senior students for art.
- Three senior girls, Breanna Weekes, Taylah Osborne and Jessica Wild participated in Operation Art, an initiative of the children’s hospital at Westmead in association with the NSW Department of Education and Communities. Of the 897 pictures submitted Jessica Wild’s picture was selected to hang in the offices of The NSW Commission for Children and Young People in Sydney.
- Yarn bombing of two trees in our playground has beautified the playing areas to the delight of the children. During lunch times children made pom poms, completed crochet, French knitting...
and knitting which was used to ‘dress up’ the trees.

- Library activities this year included the creating of two fabulous waste to art projects,’ peak a bug’ and ‘fantastic plastic garden’. These art forms are a continual reminder to us to reduce, reuse and recycle.

- Book week 2013 theme was “read across the universe”. Activities included space, science, rock and tower construction, alien pencil tops and a space food lunch.

**Sport**

- 24 primary students participated in the gym group meeting each Wednesday at lunch time for training. Training culminated in a display.

- 12 primary girls participated in a dance group that performed at the Cowra eisteddfod.

- All of the students took part in the 2013 jump rope for heart activities raising $300 for the heart foundation.

- 45 students and 3 teachers took part in the Parkes rotary fun run, participants ran in 2km, 5km and 10km events. Abigail Simpson came 1st in the girls 2km event and Kyle Lenehan placed 2nd in the boys 2km event.

- This year 11 students represented western area PSSA on 16 occasions in 8 different sports.

- During the year Abigail Simpson was undoubtedly the dominant MPS student competing in both swimming and athletics at school, district, western and state carnivals. A highlight for Abigail this year came by being the school’s junior girl champion in both swimming and athletics to become the first student to win both titles for two years in succession.

- Boys and girls teams took part in hockey, soccer, touch football, tennis, netball and cricket. Results were mixed for these teams, however the girl’s hockey team were joint winners of the Louis Jones cup, making it 16 years in a row as winners.

- 58 students across years 2 and 3 participated in the sport and recreation annual intensive swimming program. Results achieved were most impressive.

**Academic achievements**

**NAPLAN**

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.

Year 3: from band 1 (lowest) to band 6 (highest for year 3)

Year 5: from band 3 (lowest) to band 8 (highest for year 5)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including reading, writing, spelling and grammar and punctuation)
9% more students in year 3 achieved in the top 3 bands in reading as compared to the state. MPS is 11 points above the state average in year 3 reading.

7% more year 3 students achieved in the top 3 bands in writing as compared to the state. Year 3 achievement in grammar and punctuation was 10 points below state.

Year 3 achievement in the top three bands of spelling was similar to the state.
3% fewer students in year 3 achieved in the top 3 bands in numeracy as compared to the state.

NAPLAN Year 5 - Literacy (including reading, writing, spelling and grammar and punctuation)

Average student growth for reading was 108 points compared to state growth of 83 points.

Average student growth for spelling is 101 points compared to a state growth of 84 points.

Average student growth for writing was 28 points compared to state growth of 55 points.

Average progress in grammar and punctuation between year 3 and year 5 was 1 point less than the state.

Average progress in reading between year 3 and year 5 exceeded the state by 28 points.
Average progress in spelling between year 3 and year 5 exceeded the state by 16 points.

NAPLAN Year 5 - Numeracy

29% of students achieved in top 3 bands in numeracy as compared to 33% in 2012.

Average progress in numeracy between year 3 and year 5 was 2.4 points less than the state.

Other achievements

International Competitions and Assessments for Schools (ICAS)

24 students participated across english, science, mathematics and computer skills competitions. Results included 27 credit certificates, 8 distinction certificates and 1 high distinction certificate.

Olympiads

Mrs Fisher’s 5/6 math’s group participated in the maths olympiads competition. 6 students achieved in the top 25% of the competition with Ethan Pay being the champion.

Carewest

The Carewest preschool has had another very successful year with 20 preschoolers accessing two days of preschooling each week. In 2014 the preschool will offer four days, two days for 4 and 5 year olds and two days for 3 and 4 year olds. The preschool children participated in school activities and enjoyed singing games and music with Mrs O’Donnell.

Live Life Well (LLW)

All teachers have trained in the fundamental movement skills, and incorporate these skills in fitness and sporting programs. The canteen has completed an audit of food available and is continuing to seek out healthy options for the children. All children are encouraged to bring along a piece of fruit or vegetable for crunch and sip each day and to have healthy food in their lunch boxes. Each stage has established vegetable gardens and the seniors have planted an orchard. It is hoped that the fruit and vegetables can be utilized in the canteen and for the children to eventually prepare meals at school using fresh produce.

Positive Behavior for Learning (PBL)

PBL has evolved over the past two years as a vital component of the culture of MPS. Reward days included dress up like your teacher, mini fete and swap teachers for a session. The team led by Mrs Piffarelli has commenced a focus on classroom behavior and established a process for all teachers to follow. Mrs Piffarelli will lead the HPLC as the PBL coach in 2014. She will continue to collaborate with our teachers in the development of lesson plans, revising processes
and ensuring that students are rewarded for positive, respectful and responsible behavior.

Premier’s Reading Challenge

More than 50%, 119 students across K-6 participated in the premier’s reading challenge. This reading initiative continues to grow with the drive and enthusiasm of the librarian Mrs Standen.

Significant programs and initiatives

Aboriginal education

- Wiradjuri Language has been taught across Years 1-4.
- Ms Gilbert, Wiradjuri tutor and Mrs Mackenzie, mentor have developed stage appropriate units of work to be taught over a two year cycle.
- Informal assessments have been made through the development of a class book of Wiradjuri words and sentences linked to units of work.
- Stage 3 participated in cultural experiences through the production of two canvases of locations in Parkes under the guidance of world renowned artist Nyree Reynolds.
- The senior choir learnt Waltzing Matilda in Wiradjuri and performed on several occasions.
- The junior AECG executive learnt the Welcome to Country in Wiradjuri and have presented at weekly assemblies and other school events.
- Naidoc week was celebrated with Education Week this year. The school hosted the dance group Wiradjuri Echoes where teachers, tutors and students were taught traditional dances. We now have our own Wiradjuri dance group which performed at the end of year presentation night
- Implementation of additional innovative programs and initiatives for Aboriginal students has been made possible through the Next Step funding. Assessments and evaluations indicate extremely positive progress in Literacy and Numeracy and significant improvement in attendance.

Multicultural education

- All teachers and SLSOs trained in the EAL/D (English and Additional Languages and Dialects) strategies with a focus on teaching standard English while respecting home language.
- Two teachers trained as ARCOs (Anti Racist Contact Officers) whose role is to support and advise students, teachers, parents and the principal in the event of racist issues arising.
- In semester one a year one student was supported regularly in both Literacy and Numeracy. Children in the class became aware of the Indonesian culture and language.

Transitional Equity Funding

Teachers and SLSOs’s participated in a variety of professional learning opportunities which included:

- Development of literacy units with a focus on comprehension using springboard to comprehension
- Analysis of assessment data to determine targets for 2014
- Anger management activity sessions with targeted students
- Training in the implementation of both minilit (K-1) and multilit (2-6)
- Development of numeracy resources across all grades
National partnerships and significant Commonwealth initiatives

Middleton Public School has accessed Commonwealth funding through Improving Literacy and Numeracy National Partnership (ILNNP) 2013 and Next Step (NS) 2012/2013.

ILNNP

The ILNNP funding focus was Literacy.

Strategies included:

- individual and small group instruction across years 1-4
- the implementation of the literacy program minilit with the target group of year 1 students. Two teachers and two SLSOs trained in this intensive Reading, Writing and Language program
- targeted students across years 2-4 developing literacy skills through Information and Communication Technology (ICT)
- expansion of the multilit program across years 2-4 with additional SLSOs trained

Results

- Student’s results in multilit indicate an average reading level increase of 4.
- Student results in minilit indicate an average reading level increase of 4.
- Teachers and SLSOs trained in the implementation of both minilit and multilit ensuring the sustainability of these two effective strategies.

- Year 3 NAPLAN results indicate that grammar and punctuation need to be a focus area.

NEXT STEP

Next Step has enabled the school to develop a strategic plan in enhancing the learning outcomes for our Aboriginal students through Literacy, Numeracy and cultural programs and initiatives.

Strategies included:

- Training of teachers and SLSOs in the implementation of minilit (k-1) multilit targeting students in years 2-6
- Providing opportunities for parents and caregivers to meet informally and discuss Aboriginal initiatives
- Individual and small group instruction in both literacy and numeracy
- Establishment of the 15 week pre-kinder transition program called mini middleton’s
- Teaching practice reflecting 8 ways pedagogies
- Wiradjuri language taught across years 1-4 with units developed and implemented over a two year cycle
- Development of an Aboriginal peace garden
- Development of individual learning support plans in consultation with parents and caregivers
- Informal gathering for parents and caregivers encouraging parent participation in school events
- Development of an Aboriginal dance group
- Strengthening of roles of the junior AECG through local interschool meetings and school activities
- Engagement of a renowned Aboriginal artist to coach senior students in producing two canvases highlighting actual places in Parkes
Results:

- 15 Aboriginal students attend weekly Wiradjuri dance sessions.
- Aboriginal students are represented across cultural, sporting and academic pursuits.
- Attendance rates indicate that 78% of our Aboriginal students are attending school for at least 90% of the time an increase of 13% since 2011.

National Partnership Principal Development

All four Public Schools in Parkes collaborate under the banner of Henry Parkes Learning Community (HPLC)

- All executive have completed the Hermann Brain Dominance profile identifying areas of strength and those requiring development. Collating this information will assist in a more targeted approach to professional learning.
- A HPLC anti-bullying policy is implemented across all sites.
- Transition programs to Parkes high school has been enhanced through high school science and music teachers, delivering lessons to year 6 students each week for one semester.
- Most executive have participated in professional learning, effective classroom observation and collaborated in the development of a standard process for implementation across all four sites.
- Senior executive across the (HPLC) met twice each term to discuss initiatives.
- Executive met once a term for professional learning centred around mentoring and coaching.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Best start and NAPLAN
- Regular benchmarking of reading levels
- Yearly comprehensive literacy assessment in oral reading, comprehension, spelling and writing
- Grade assessments in numeracy
- Continuum based class/group numeracy and literacy assessment
- Individual needs based assessment for both literacy and numeracy
- Yearly evaluation of programs and initiatives

School planning 2012—2014: progress in 2013

School priority 1

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

Outcomes from 2012–2014

- 77% of year 3 students achieved in the top 3 bands in Reading an increase of 23% from 2012.
- 33% of year 5 students achieved in the top 3 bands in Reading a reduction of 4% from 2012.

Evidence of progress towards outcomes in 2013:

- Kindergarten students reaching regional reading benchmark level 61% (2012) 87% (2013), exceeding target by 6%
- 10 year 3-6 students accessing individual multilit program increased benchmark level score by an average of 4 reading levels.
- For children in year 2 2013 only 49% had achieved regional benchmark in year 1, in 2013 60% of this group achieved regional benchmark level.
Strategies to achieve these outcomes in 2014

- Continuation of intensive individual programs in multilit and minilit
- Training of one kindergarten teacher and two year 1 teachers in language learning and literacy strategies
- Development training for 2 kindergarten teachers
- Grouping across K-2 for literacy, reducing numbers in groups
- Tracking students on the literacy continuum and implementing best start strategies
- Continued focus on comprehension through the use of springboard into comprehension
- Implement our reading to learn units across years 1-6
- Mentoring and coaching delivered by assistant principals
- Gifted and talented focus
- ILSPs developed
- Stage planning and sharing of successful strategies

Professional learning

All teaching and support staff participated in mandatory training in code of conduct, work health and safety, anaphylaxis awareness, child protection, CPR, emergency care and English and additional languages and dialects.

- All teachers trained in Every School Every Student and completed independent learning plans for Aboriginal students, those accessing funding support and requiring adjustments.
- The principal and two other teachers completed connecting to country.
- Three teachers accessed an ICT specialist completing training in network maintenance.
- All teachers accessed the HPLC numeracy mentor to enhance their knowledge of the numeracy continuum and maths 300.
- Two teachers and two SLSO’s trained in minilit strategies.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parents of Aboriginal students met on a number of occasions both formally and informally and spoke positively about the direction the school was moving with
regard cultural awareness and closing the gap.

- Teachers have engaged enthusiastically and positively in the PBL strategies and have felt that their opinions and suggestions have been valued as they collaboratively planned processes and lessons.

- All staff support the live life well initiative of educating students so as they can make healthy choices through nutrition and exercise. Several of our teachers supervise the Active After School Community (AASC) sporting activities, twice weekly, several are actively participating in extensive gardening and nutrition programs. All teachers trained in the AASC fundamental movement program and include these movements in weekly sporting activities.

- A student survey across years 3-6 indicated the following:
  - 81% of teachers care about their students
  - 73% of teachers make the lessons interesting
  - 93% enjoyed the PBL fun days
  - 71% bring fruit or vegetables for crunch and sip each day
  - 87% have two or more special friends at school
  - 82% feel they are listened to when they have a problem

Findings and conclusions
Targeted students are achieving significant growth in literacy skills due to these intensive programs with the average growth in reading levels being 4 in year 1-2 and 4 levels in years 3-6.

Future directions
- Minilit and multilit will continue to be budgeted for and staff regularly upskilled and trained as the need arises.

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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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: https://detwww.det.nsw.edu.au/high-performance/annual-school-reports
Hats off to our future!!

Year 6 2013