

2021 Annual Report

Middleton Public School



4089

Introduction

The Annual Report for 2021 is provided to the community of Middleton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Middleton Public School

Medlyn St

Parkes, 2870

<https://middleton-p.schools.nsw.gov.au>

middleton-p.school@det.nsw.edu.au

6862 1864

School vision

Middleton Public School has a collaborative inclusive environment that promotes academic growth and positive wellbeing to empower our students to be independent successful learners.

School context

Middleton Public School is located in the Central West town of Parkes, New South Wales. The school is K-6 with an enrolment of 187 students, of which 42% identify as having an Aboriginal and Torres Strait islander background. Middleton Public School has 9 mainstream classes.

The desire for excellence is core in all programs offered, where a team of dedicated teachers, support staff, parents and community members work together to ensure students receive a quality education that is both inclusive and diverse.

The school is well resourced with modern buildings, a computer lab, interactive whiteboards/LED screens in all classrooms, library, two large undercover shelters, playground equipment with three spacious outdoor grassed playing areas and three established vegetable gardens and fruit orchards.

The school is a member of the Henry Parkes Learning Community and prides itself on its capacity to offer opportunities to participate in intervention/extension programs, Stephanie Alexander Kitchen Garden program, a wide range of sporting and cultural activities, the Wiradjuri Language program, active team leadership and junior Aboriginal Education Consultative Group (AECG). An effective kindergarten transition/orientation includes The Better Buddy program and an on-site Middleton Minis in Term 3 and 4. Live Better Preschool operates four days a week on school premises.

In 2017 Middleton became an Early Action for Success School. It is part of the Department of Education's implementation of the NSW Literacy and Numeracy Strategy. EAfS aims to improve students' performance through targeted support for primary schools in the area of literacy and numeracy skills in the early years of schooling. EAfS maintains and extends the focus on instructional leadership to develop the literacy and numeracy skills of Kindergarten to Year 2 students.

Middleton Public School is also a Positive Behaviour for Learning school. Positive Behaviour for Learning (PBL) is an educational process that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. Our PBL expectations are to Have a Positive Attitude, Be Responsible, Be Respectful.

Through our situational analysis, we have identified a need to develop quality summative and formative assessment tasks and data collection practices, developing greater consistency of judgement within and use data driven practices to ensure all students have access to stage appropriate learning. There will be a focus on collaborative practice to build on staff knowledge of evidence based practices, professional learning and collaboration with whole school community.

Community consultation is through Tell Them From Me Surveys, family information afternoons where our whole school is represented and consulted and P&C meetings.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to continually improve student outcomes in the area of reading and numeracy for student success we will develop and implement a whole school approach to collecting and analysing student data to ensure data driven and teaching and learning practises are in place and have positive impact.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices
- High Quality Teaching and Learning

Resources allocated to this strategic direction

Professional learning: \$7,970.84

Aboriginal background: \$35,499.00

Socio-economic background: \$204,540.00

Low level adjustment for disability: \$43,405.93

Summary of progress

The targeted **Data driven practices** and **High Quality Teaching and Learning** initiatives demonstrated a change of practice across Middleton Public School. Activities that were implemented with a positive impact included:

- Assistant Principals engaged in the Leading Evaluation, Evidence and Data project with a focus on current practices leading the implementation of evidence-informed practices. This High Impact Professional Learning has provided our Assistant Principals with updated skills and knowledge to lead at Middleton Public School in the area of best practice.
- Created an assessment team to review current assessment practice at Middleton Public School. From the review of current assessment practices a new assessment scope and sequence, using current evidenced based research, was developed ready for implementation in 2022.
- During weekly teacher collaboration time, student data was collected in Literacy and Numeracy to form future teaching focuses. Data sources included NAPLAN and Check-in Assessment.
- Teaching staff were engaged in High impact Professional Learning in Comprehension and Vocabulary. From this, teachers applied and used evidence based teaching practices in Literacy sessions. This was evident through teaching and learning programs.
- Student Learning Support Officers supported individual learning plans for identified students, including students who identify as Aboriginal. School Learning Support Officers worked closely with teachers to focus on student goals, and used evidence based reading programs with target identified students to show impact on reading results.

All teachers reflected best practice in teaching strategies, however, data reflects further work is required to support staff in Reading and Numeracy for growth.

In 2022 :

- Assistant Principal Curriculum and Instruction, a new position in the school, will deliver further coaching, mentoring and professional learning in the areas of Reading and Numeracy. This will be supported by the New South Wales Department of Educations Literacy and Numeracy strategies.
- A Literacy and Numeracy teacher/interventionists will focus on uplifting all students results in K-6 Reading and Numeracy. Internal and external data sets will be used to inform targeted students.
- Continue to collaborate as a staff focusing on student assessment data to inform teaching focus and planning. This data will be from the Middleton Public School Assessment scope and sequence. This includes internal and external assessments.
- Assistant Principal Curriculum and Instruction will support teachers and middle leaders in the use of Learning Intentions and Success Criteria to continue to enhance explicit focused driven teaching at Middleton Public School.
- Student Learning Support Officers will develop their own Professional Learning in the area of Literacy to enhance student growth.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In 2021, we require an uplift of 2% to achieve 28.0% in Year 3 and 5 students in the top two bands in NAPLAN Reading .	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading by 8%.
In 2021, we require an uplift of 2% to achieve 58.5% in year 5 students to achieve expected growth in NAPLAN Reading .	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 42.11 %.
In 2021, we require an uplift of 3% to achieve 17.3% in Year 3 and 5 students in the top two bands in NAPLAN Numeracy .	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy by 0.8%.
In 2021, we require an uplift of 2% to achieve 60.5% in year 5 students to achieve expected growth in NAPLAN Numeracy .	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased 3.97% to 61.11%.
In 2021, we require an uplift of 2% to achieve 41.3% in Year 3 and 5 students in the top three bands in NAPLAN Reading ATSI .	30.8% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating a 0.8% uplift.
In 2021, we require an uplift of 2% to achieve 25.8% in Year 3 and 5 students in the top three bands in NAPLAN Numeracy ATSI .	38.5% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating a 13.5% uplift.
Learning: Assessment -(Delivering)	Self-assessment against the School Excellence framework shows the school remains performing at delivering in the element of assessment.

Strategic Direction 2: Collaborative Practice

Purpose

In order to improve student outcomes we will embed positive collaboration and build expertise through evidence based quality teaching practice and strengthen community partnerships.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Embed positive collaboration
- Strengthen learning partnerships with high expectations

Resources allocated to this strategic direction

Aboriginal background: \$14,207.84

Summary of progress

The targeted **Embed positive collaboration** and **Strengthen learning partnerships with high expectations** initiatives demonstrated a change of practice across Middleton Public School. Activities that were implemented with positive impact included:

- Weekly collaboration meetings occurred for each teacher. During these meetings student data was analysed and future teaching focus and planning was set. This was a new initiative at Middleton Public School. What Works Best research was used to enhance collaboration time to make this weekly meeting an effective practice at the school.
- Collaboration with Middleton Public School families has been strengthened to support wellbeing and attendance. Tell Them From Me 'Partners in Learning' survey indicates that parents feel welcome and can communicate effectively with the school. Middleton Public School's score in this area is higher than the state average. The majority of communication around wellbeing and attendance has been delivered through phone conversations due to COVID restrictions.
- Staff engaged in High Impact Professional Learning in the area of Wellbeing and High Expectations. All staff have been trained in Smiling Minds, a wellbeing program to enhance healthy engaged learners. Stronger Smarter was refreshed at Middleton Public School, with high expectations being a focus for successful teaching and learning.

In 2022 continued focus will be:

- Staff will continue to develop skills in the use of data and how this informs teaching and learning through professional learning and collaboration with the Assistant Principal Curriculum and Instruction.
- Enhance school collaboration in the areas of wellbeing and attendance to achieve wellbeing and attendance targets. Universal attendance supports will be used to support attendance initiatives.
- All students will engage in the Smiling Minds program, and parents informed of the program to build upon school and community collaboration, while building on students sense of belonging.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teaching: Learning and Development - (Delivering) Data skills and use- (Delivering) Effective classroom practice - (Delivering)	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Learning and Development and Effective classroom practice.. Data skills and use remains at delivering.
Learning	Self-assessment against the School Excellence Framework shows the

<p>Learning Culture-(Sustaining and Growing)</p> <p>Reporting- (Delivering)</p>	<p>school currently performing at sustaining and growing in the elements of Learning Culture and Reporting.</p>
<p>The percentage of students attending school 90% or more of the time requires an uplift of 2% to reach 75.5%.</p>	<p>The number of students attending greater than 90% of the time is 64.9%. This is below our target, however, COVID 19 impact must be considered.</p>
<p>The percentage of student reporting positive wellbeing will require an uplift of 1.7% to reach 91%.</p>	<p>The proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) is currently sitting at 87.66%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$43,360.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Middleton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Student Learning Support Officers employed to support identified individual students in their learning. This is an intervention approach to support students in Literacy and Numeracy to improve student outcomes in collaboration with teachers. <p>The allocation of this funding has resulted in: All eligible students are demonstrating progress towards their personalised learning goals. Personalised Learning Plans are reviewed in consultation with families and school staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to formally be incorporated into learning and support meetings to ensure funding use is regularly reviewed. The funds will be adjusted to suit individual student needs.</p>
<p>Socio-economic background</p> <p>\$238,175.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Middleton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Teaching and Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Student Learning Support Officers support individual learning plans and programs to provide identified students with support in the area of Reading and Numeracy • Employment of additional staff to support individual program implementation in the areas of Reading and Numeracy. <p>The allocation of this funding has resulted in: Student Learning Support Officer timetables reflected students area of need in Reading and Numeracy. Student were tracked to focus on identified students. Additional staff support was used in the targeted areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to support individual needs of educationally disadvantage students through the employment of additional staff and Student Learning Support Officers.</p>
<p>Aboriginal background</p> <p>\$121,882.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Middleton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$121,882.33</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Strengthen learning partnerships with high expectations • High Quality Teaching and Learning • Embed positive collaboration • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Aboriginal Personalised Learning Plans developed by teaching staff in conjunction with families and students. <p>Cultural awareness was developed for students to have a sense of belonging. Awareness was created through a weekly Wiradjuri language lesson.</p> <p>The allocation of this funding has resulted in:</p> <p>Aboriginal families engaging in the Personalised Learning Plans process and, more importantly, conversations became more authentic. Tell Them From Me indicates that 76% of our Aboriginal students have a sense of belonging at the school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to deliver differentiated and personalised support to Aboriginal students with a focus on reading and enhance a sense of belonging for our Aboriginal students through cultural awareness.</p>
<p>Low level adjustment for disability</p> <p>\$166,735.73</p>	<p>Low level adjustment for disability equity loading provides support for students at Middleton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Teaching and Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Learning and Support Teacher to support all students with additional needs while having a collaborative approach with classroom teacher. <p>The allocation of this funding has resulted in:</p> <p>The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to further enhance the impact of the learning support team, the school will provide individual support for identified students through the employment of Student Learning Support Officers.</p>
<p>Location</p> <p>\$31,675.19</p>	<p>The location funding allocation is provided to Middleton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Maintain safe and engaging school playground for the safety and wellbeing of students.

<p>Location</p> <p>\$31,675.19</p>	<p>The allocation of this funding has resulted in: That the grounds and gardens at Middleton Public School have been updated to enhance the safety and wellbeing of our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Will be to use future funding to continue to enhance the playground environment.</p>
<p>Literacy and numeracy</p> <p>\$6,522.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Middleton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Update Literacy and Numeracy resources to support student growth. <p>The allocation of this funding has resulted in: Whole school Literacy and Numeracy resource evaluation which lead to purchasing new and updated programs to support student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to evaluate the effectiveness of purchased programs. Research evidence-based resources that will continue to support student growth in Literacy and Numeracy.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.40</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Middleton Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional leader support K-2 in latest evidence-based programs and monitor student achievement. <p>The allocation of this funding has resulted in: An Instructional Leader supporting teaching staff in their classroom and improving their teaching practice. Internal data shows a small shift in student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: This role ended in 2021. Assistant Principal Curriculum & Instruction will focus on implementing new curriculum with support in the areas of Literacy and Numeracy.</p>
<p>QTSS release</p> <p>\$36,662.59</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Middleton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$36,662.59</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Additional teacher employed to create a class which supports small class structures and school environment. <p>The allocation of this funding has resulted in: Smaller class sizes across K-2 allowing for a more supportive learning environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with smaller class sizes across K-2 to ensure students who are at risk of not meeting minimum standards are supported.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Middleton Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teacher employed to create a class which supports small class structures and school environment. <p>The allocation of this funding has resulted in: Smaller class sizes across K-2 allowing for a more supportive learning environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with smaller class sizes across K-2 to ensure students who are at risk of not meeting minimum standards are supported.</p>
<p>COVID ILSP</p> <p>\$145,533.05</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were not meeting stage based outcomes. • Employed staff to co-ordinate COVID Tutoring program and to support COVID ILSP in administering the program, collating data and planning tuition. <p>The allocation of this funding has resulted in: Small group tuition has successfully supported students in years 1-6 to meet the progression indicators of each group's focus. Targeted students have been successfully tracked using PLAN2.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the implementation of literacy and numeracy tuition in small groups by COVID ILSP.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	104	101	100	97
Girls	114	101	88	83

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93	93.8	94.2	91.2
1	90.8	92.4	92	92.2
2	91.8	92.2	92.8	89.6
3	92.8	92.6	93.8	88.8
4	92	92.4	95	89.9
5	94.4	91.3	95.6	88.9
6	89.2	94.4	90.5	91.1
All Years	92	92.7	93.3	90.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.41
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	2.45

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	382,430
Revenue	2,996,300
Appropriation	2,952,597
Sale of Goods and Services	2,076
Grants and contributions	41,072
Investment income	155
Other revenue	400
Expenses	-2,858,898
Employee related	-2,602,842
Operating expenses	-256,056
Surplus / deficit for the year	137,403
Closing Balance	519,833

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	57,402
Equity Total	527,039
Equity - Aboriginal	122,128
Equity - Socio-economic	238,175
Equity - Language	0
Equity - Disability	166,736
Base Total	1,885,042
Base - Per Capita	46,345
Base - Location	31,675
Base - Other	1,807,022
Other Total	282,621
Grand Total	2,752,104

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents and caregivers, students and teachers were surveyed using the Tell Them From Me surveys during the year. This survey is promoted to our whole school community as a great source of information that the school uses to reflect and plan further directions.

Parents and caregivers feel very welcome at Middleton Public School. Our school scored higher in this area than the mean for all government schools. Families feel that they can openly speak with the Principal. Our families identify that they can easily understand all written communication that is sent out from the school. Two-way communication again is higher than the mean of government schools. Parents felt that they were able to ask teachers questions to help support their child during the home learning process, and that the teachers have high expectations of their students.

Teachers are happy and proud to be a part of the Middleton Public School team. Staff feel that the leadership at the school is supportive and assists them in their teaching, while creating a positive school environment. They work with other teachers to develop learning opportunities and are able to discuss learning goals of students with their colleagues during collaboration time.

Students at Middleton Public School feel accepted and valued by their peers and others. They are interested and motivated in their learning as the teachers use explicit teaching practices and feedback during lessons. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Our Aboriginal students feel positive about their culture when at school. Our students feel school staff emphasise academic skills and hold high expectations for all students to succeed. This is above the mean of government schools.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.