Our school at a glance

Middle Dural Public School is a small school set within a semi-rural location in Sydney’s northern region. The park-like grounds ensure large areas of play and outdoor activity for every student.

Students

Our enrolment in 2012 was 25 students which included 8 girls and 17 boys. The school was organized into two multi-stage classes: Early Stage 1 and Stage 1 (K/1/2) and Stages 2 and 3 (Yrs 3-6)

Staff

Middle Dural Public School had 2,536 staff members in 2012. This included one teaching Principal and one classroom teacher. All teaching staff meet the professional requirements for teaching in NSW public schools.

Messages

Principal’s message

2012 has seen Middle Dural School move forward in so many ways. We have worked with community members in schools and businesses to strengthen our place in this community and build strong relationships. I refer to our presence at the Glenorie RSL for the ANZAC Day ceremony; Bendigo Bank who are generously assisting us with the new shade shelter; Bunnings Dural who supplied and fitted our kitchen cabinets and provided seedlings for our Kitchen Garden Program; Galston High who provided students to assist us with the High Tea for Mums and introduced us to Natasha, our dance tutor; the Galston Community of Schools; Hillside and Annangrove school with whom we have a very close affiliation. All of the aforementioned have value-added our fabulous school.

Our students are encouraged to become more mindful of their own learning and their progression towards set goals. We aim for all our students to become active participants in the learning process and not merely passive listeners. They are applying the knowledge, giving purpose to their learning and making connections to the real world.

The partnership between school and home is very important. We have engaged parents in a number of ways through special events. Our P&C is another way that this partnership occurs. The direction and effort from these people have bought numerous resources for our school and afforded many experiences.

Our staff has been involved in professional learning around Literacy, Numeracy and Quality teaching. The application of such skills is most evident in our classrooms, and in staffroom discussions as we meet to determine strategies and directions.

The involvement, interest and professionalism demonstrated by all staff members are notable and greatly appreciated. As relieving principal I would like to thank Mrs McLennan, Mrs Urio and Mrs Moss for the sincere effort each of them have put in this year to ensure the smooth and successful running of the school and the education of our students.

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.

Ann Mills (Relieving Principal)
P & C and/or School Council message

2012 has seen continued parent involvement at Middle Dural PS. The canteen remained the main activity of the P&C, being open on Fridays thanks to a lot of support from parents (and one grandparent).

With limited human resources, fundraising has been difficult this year but we managed to run an election day barbecue and cake stall, Mothers’ and Fathers’ day stalls and some special themed canteen days, all of which were quite successful.

Of particular mention was the cake stall run for the Bendigo Bank Family Fun Day which raised $1100. Thanks go to many assisting parents, but in particular, Jennifer Maait, who made a huge number of spectacular cakes and managed the stalls as well.

We assisted the school financially in a number of ways. We funded the gymnastics program, paid for the Yr 6 T-shirts, provided some funding for the Kitchen Garden and paid for a number of advertisements. Thanks also to Kate Welshman for her excellent articles promoting our school throughout the year.

As this will be my final year on the committee, I would like to wish the incoming committee all the best for 2013. Many thanks to all of the P&C, the parent body, teachers and staff for their efforts in making it a great year.

Ian MacArthur (P&C Vice-President)

Student representatives’ message

2012 has been an exciting year for Middle Dural school. As newly appointed captains we were selected to attend a Leadership camp held at Vision Valley. Here we learned skills and strategies to assist us in our role as captains in leading the school. The Arts were a strong focus in our school this year. We commenced with a visit to the Art Gallery of NSW to view the Picasso exhibition. This led to a variety of activities in the classroom across the whole school involving sculpture, painting, drawing and drama. Our focus on Dance was encouraged through Footsteps Dance visits over 5 weeks, as well as Natasha, a dance student from Galston High School, who worked with various groups across the school for three terms.

Some other highlights of the year were the High tea for our Mothers’ Day assembly, a Back to School Day for parents, the Library Mini Olympics, a Science Unit on Change and involvement in the regional Wet and Wild Webquest.

Our sporting Carnivals were again held in conjunction with Annangrove and Hillsdale Public Schools. This gave us a good chance to mix with kids our own age from other small schools. We performed well with a number of us proceeding to represent our school at district level.

We would like to thank the P&C for their strong support this year. They made it possible for the purchase of our Yr 6 jerseys, funded the YMCA gymnastics, part-purchase of the IWB in the Library and most importantly, in conjunction with Bunnings Dural provided a new kitchen for our Kitchen Garden program.

We would like to thank the teachers and students for giving us a great year and for preparing us so well for the coming years at High School. We also wish the incoming captains the very best of luck and hope that they enjoy the year ahead.

Jonathon Nati and Grant Carver
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
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<td>25</td>
<td>26</td>
<td>24</td>
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<td>19</td>
<td>24</td>
<td>16</td>
<td>10</td>
<td>9</td>
<td>8</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
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<td>97.3</td>
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<tr>
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<td>94.8</td>
<td>97.6</td>
<td>97.3</td>
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<tr>
<td>2</td>
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<td>6</td>
<td>97.7</td>
<td>95.7</td>
<td>93.2</td>
<td>93.1</td>
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<tr>
<td>Total</td>
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<td>91.5</td>
<td>95.7</td>
<td>93.9</td>
<td>93.6</td>
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</table>

Management of non-attendance

Student absences are recorded on class rolls, requiring written acknowledgement and explanation from parent/caregiver. School office staff may ring the parent if a student is continually absent for more than three days without an acknowledgement from home. Unexplained or frequent absences are closely monitored by the Home School Liaison Officer who may need to make contact with parents in extreme cases. Student absences are also noted on Pupil Assessment reports sent home in June and December.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Primary Teacher RFF</td>
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<tr>
<td>Primary Part Time Teacher</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>2.536</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Middle Dural Public School we do not have an indigenous composition within the current workforce.

Staff retention

The school Principal, Mr Barnes, took 12 months leave throughout 2012. Relieving in his position was Mrs Ann Mills and teaching his class was Mrs Susan McLennan. Mrs Carolyn Joiner was appointed to our school in Term 3 as Learning and Support Teacher.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</tr>
</tbody>
</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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</thead>
<tbody>
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<td>Income</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>2213.38</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>306.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>126032.48</td>
</tr>
</tbody>
</table>
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**

**Achievements**

**Arts**

Our whole school approach to the Arts has ensured that all students are enriched and extended in this area. Our unit of study on Picasso was enhanced by an excursion to the Art Gallery of NSW to view an exhibition of his work. Students have been involved in the appreciation of his work and style through a study of the elements of art. Some truly excellent work was produced involving drawing, painting and sculpture. Students were able to experience Picasso’s blue period through drama activities followed up with digital art. Student work was displayed for parent viewing in their own “Picasso Exhibition” held in our own art studio.

Two dance programs were held at the school this year. The first was a five-week dance program run by Footsteps Dance Co.

The second was guided by a Galston High student, Natasha Schuddeboom, who is studying dance for the HSC. Her weekly visits enabled all students to participate in various dance activities across three terms.

**Sport**

Middle Dural participates in the zone PSSA and regional carnivals for Swimming, Cross Country and Athletics each year. In preparation for this our school combines with two other local small schools. This provides both competition and a social context for sport.

Weekly sport is also conducted to develop important fundamental skills and the teamwork necessary for participation in a variety of sports.

We were fortunate to utilize the skills of senior Galston High students as coaches in various ball skills.

**Other areas**

- **Premier’s Reading Challenge**

  Middle Dural once again participated in the Premier’s Reading Challenge in 2012. This event is an annual challenge that helps to nurture a love of reading and literature appreciation in children. The challenge is integrated into our library lessons to also encourage borrowing. This year all of our students completed the Premier’s Reading Challenge with all Year 4 students receiving their Gold Certificates to reward their fourth consecutive year of participation.
• **Premier’s Spelling Bee**
  Middle Dural students in Yrs 3-6 were given the opportunity to once again participate in the Premier’s Spelling Bee. This program encourages the students to learn to spell in a competitive but fun environment. More than 50% of students in the primary participated. Two representatives from this group then proceeded to the zone competition.

• **Science Design Task**: As part of a whole school science approach, all students were to design and carry out an experiment to demonstrate change, monitoring and reporting on this using the principles of the scientific method. All students from K-6 presented their data and findings to the rest of the school. A select few were presented to parents at the fortnightly assembly.

• **Read and Respond** across the school occurs daily after recess. This involves students in paired reading of quality literature, followed by a brief written or verbal response (back in class) requiring higher order thinking.

• **Green Warriors**: Two Year 5 students represented Middle Dural PS as part of an “Environmental Network”, linking 11 schools in the Hornsby area. They presented a power point highlighting current practices within our school that demonstrated a commitment to environmental issues.

• **Community activities**: Involvement in the Glenorie RSL ANZAC Day ceremony, Galston High ANZAC ceremony, Anglicare Food Drive, Bendigo Bank’s Family Fun Day and Clean Up Australia Day.

• **Kitchen/Garden Program**: A program to highlight the importance of nutrition and a healthy lifestyle. This included the creation of our new kitchen area, provided and installed for us by Bunnings Dural.

**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)

As the number of students sitting these exams at Middle Dural Public School in both years 3 and 5 is under ten this causes statistical limitations in the data. As such figures/graphs are not included in the “My School” website, nor presented here, as requested by the Department of Education and Communities, to avoid any identification of individual students.

**Reading – NAPLAN Year 3**

100% of our students achieved within the top three bands (Bands 4, 5 and 6). It is to be noted that our average mark was 468.9 compared to the state average of 419.6.

**Reading – NAPLAN Year 5**

75% of our students scored in the top four bands. Our average mark was 480.9 compared to the state average of 492.4.

**Progress in reading**

Due to the limited number of cohorts at Middle Dural PS sitting the NAPLAN testing, the progress scores for reading are not statistically valid for any analysis.
Numeracy – NAPLAN Year 3
All of our students performed in the top four bands, 75% scoring in the top three bands. Our average score was 403.5% compared to the state average of 400.2%.

Numeracy – NAPLAN Year 5
100% of our students scored in the top four bands, 75% performing in bands 5 and 6 and 25% in bands 7 and 8. Our average score was 514.1 compared to the state average of 493.6.

Progress in numeracy
Due to the limited number of cohorts at Middle Dural PS sitting the NAPLAN testing, the progress scores for numeracy are not statistically valid for any analysis.

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 field and select GO.

Significant programs and initiatives

Aboriginal education
Aboriginal perspectives were integrated into Key Learning Areas throughout 2012. Students studied aboriginal dreamtime stories in literacy. Response to this was carried out in the form of songs and music, visual arts activities- involving both, making and appreciating, and writing. Discussions around aboriginal perspectives are part of all HSIE topics.

Multicultural education
Our LOTE studies in French continued this year, giving every student a greater insight into, not only, another language, but also another culture. This became a springboard to many discussions and activities around our own multicultural backgrounds that we share within the school. Harmony Day was celebrated in March, providing another opportunity to focus on our multicultural heritage. Students were involved in activities and discussions around life in other countries, stories and arts from around the world and playing “hopscotch” in various cultural forms.

Whole School Focus
The development of a whole school focus in various key learning areas came about as a means of aligning school thinking to take advantage of the opportunity the student numbers provide, while acknowledging the constraints of teacher time in a two-teacher school. This whole school approach reinforces values, skills and attitudes through collaborative planning and explicit teaching across the school. It allows for a shared focus and peer modeling without grade distinctions, lifting the learning of all students.

Whole School Literacy
The emergence of a Whole School Literacy program came about as a way to address improvement in areas of literacy, notably grammar, punctuation and writing. Through this program, students are placed in three different ability groups, thereby creating smaller cohorts of students. This has allowed for greater concentration on specific needs with reduced class numbers.

Whole School Science Program
Our Whole School Science unit this year was on Change. Students throughout the school worked in various groupings to discover aspects of change in our world, and more specifically the concept of chemical and physical change. A link was forged with Galston High School science department who kindly lent us a variety of apparatus to assist in the activities.

The K-6 challenge was then to design and carry out an experiment that demonstrated change. Guided by an understanding of the scientific method, and its implications, students tracked their progress using a journal. All students presented a design task to the school outlining their findings and conclusions.
Parent Interaction

One important initiative this year was to create occasions for more of our parents to join in the school setting.

Our mums were treated to a High Tea of cakes and sandwiches, and pikelets made by the students. The tables were set with cloths and paper hearts and our finest china teacups and pots. Galston High School provided us with two fine young ladies studying Hospitality to wait on our mums with the hot tea.

The mums were then entertained with songs, poems and other items arranged specifically for them and Mothers’ Day.

Another opportunity arose with Education Week where our parents were invited “Back to School” not just to watch their children but to participate in lessons as a student themselves. Working on a rotational basis within the literacy groupings, parents experienced three different sessions – mathematics, spelling and reading. The event culminated in an awards ceremony followed by morning tea.

Kitchen Garden Program

The Kitchen Garden program has completed its third year at Middle Dural PS, and we now see our students taking on greater responsibilities within the gardens. Students in their peer groups take on the care of the gardens on a rotational weekly basis. Bunnings Dural have been extremely supportive of our program with the provision of seeds, seedlings, soil and Lucerne for our gardens, not to mention the makings of a kitchen provided and erected by Bunnings workers on a volunteer basis. We are so appreciative of Bunnings support and interest in our wonderful school.

The Kitchen aspect of this program is supported by parent assistance. We have had two main parent volunteers in Terese and Alecia who so kindly gave their time to guide and assist our students to create many, varied healthy “tastings” to share.

YMCA Gymnastics

In Term 3 the whole school participated in a gymnastics program run by the YMCA. The program involved a range of gymnastics skills requiring specialized equipment. The students were given the opportunity to gain skills as well as practice techniques that they could use and build upon each week. Not only did the children thoroughly enjoy this program, but through their participation they have gained confidence and a greater awareness of their flexibility and co-ordination.

Wet and Wild

Stages 2 and 3 students participated in the Wet and Wild web quests this year. These web quests are designed to assist the children to identify, describe and evaluate the interactions between living things and their effects on the environment. Each competition has a major theme, the latest being Wet and Wild in a Food Web. Students are provided with a set of clues which must be researched, solved and sorted to identify the four mystery plants, insects or animals from our wetlands.

Students enjoyed the challenges of these web quests and fared well for their first ever attempts. The skills and knowledge gained has been invaluable and they look forward to repeating the experience in 2013.

Galston Community of Schools

Middle Dural Public School is a member of the Galston Community of Schools (GCoS). This group consists of Galston High School and its eight feeder schools of which we are one. Principals are representatives of this group, meeting on a regular basis to provide support networks and organize shared professional learning experiences for all. The aim is to improve learning outcomes for all students, and assist with transition to high school. One staff development day each year is organized as a collaborative venture for this community group, allowing for shared understandings between high school and primary staff members.
Northern Sydney P5 Learning Alliance

The learning alliance is a professional network of teaching principals in the North Sydney region responsible for the running of the region’s smaller schools. It provides strong collegial support for both the Principals in their diverse and unique role as well as for the teaching staff within these schools. This occurs through regular meetings and shared professional development both after school and on staff development days.

Progress on 2012 targets

Target 1
Increase levels of literacy achievement for every student.

Our achievements include:

- 75% of Year 3 students scoring in the top band (Band 6) in spelling, 75% of year 5 students scoring in the top 3 bands in spelling.
  
  It should be noted that due to the limited number of students sitting the NAPLAN testing, statistical limitations exist in the data.

- Increased staff involvement in professional learning and collegial discussions in aspects of literacy.

- Introduction of a Whole School Literacy program targeting grammar and writing skills.

- Introduction of a detailed scope and sequence program in grammar and writing.

- Read and Respond program introduced across the school three days per week involving higher order thinking skills.

Target 2
Increase levels of numeracy achievement for every student.

Our achievements include:

- Staff attendance at Mathematics inservice using the K-10 maths continuum.

- Purchase of additional maths resources for increased opportunity for hands-on activities involving rich tasks.

- Progress for matched students from Yrs 3 to 5 in NAPLAN numeracy was 110.6 compared to state growth of 98.2.
  
  It should be noted that due to the limited number of students sitting the NAPLAN testing, statistical limitations exist in the data.

Target 3
Better student engagement in learning.

Our achievements include:

- Continuation of the guiding principles of Positive Behaviour for Engaged Learning across the school bringing consistency to expected behaviours and consequences of non-compliance.

- Decrease in the number of partial absences across the school.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Whole School Literacy.

Background

As the main strategy to raise literacy levels at Middle Dural Public School in 2012, a Whole School Literacy Program was developed and introduced across the school from K-6. This involved the formation of three ability groups focusing on the same aspect of Literacy at the same time, guided by a Scope and Sequence in grammar and Writing skills. In so doing the class numbers were reduced for these sessions and needs were targeted.

Parent and teacher surveys were conducted to evaluate this initiative as well as a Yr 3-6 focus group discussion.
Findings and conclusions

All parties found the whole School Literacy sessions to be of great benefit.

From the student discussion, using the PMI strategy, it is to be noted that 90% of the comments made were positive statements. These statements included comments such as “Teachers are more involved in the lesson”; “We can focus better because there are less people”; “We are working with people you don’t normally sit with”. Ten percent of negative comments focused only on aspects of a particular literacy session as opposed to the sessions in general.

Of the 60% of parents who returned the survey, all believed in the value of this program and were eager for it to continue in 2013 in its current form. Some of the benefits cited were “the smaller class size ensures no child is left behind”; “students feel included thus strengthening peer group relations”; “more focused in smaller groups- reaching full potential”; “It is evident that both teachers and students are enjoying this experience.”

The teacher survey indicated the school environment supported professional interchange through professional development, discussion and reflection and a culture of high expectations. Teachers reported that they were confident in their teaching practice, ensuring a variety of instructional methods and class groupings were used. All teachers use student results to inform teaching and to improve classroom practice. It was also a collective belief that Whole School Literacy has been a valuable and worthwhile initiative and wanted it to continue next year as it “allowed explicit, sequential teaching in literacy”; “targeted needy students and extended all students.”

Future directions

- Continue the Whole School Literacy Program in 2013.
- Ensure funding for further Professional Learning in this area.
- Continue collegial discussions and the collaborative approach to Whole School Literacy.
- Establish a more regular and consistent approach to tracking of student results to demonstrate progress and inform future teaching.

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.

The results from surveys seeking information about our Whole School Literacy program highlighted the fact that the overwhelming majority of staff, students and parents rate their satisfaction with the school very highly. The high attendance rates of parents and grandparents at our many school functions throughout the year and the positive nature of comments made, indicate a genuine support of and satisfaction with the teaching and learning at Middle Dural Public School.

Professional learning

A strong focus for professional learning this year was in Quality teaching. Having presented this at the Term 2 Staff Development Day, follow-up courses through PLLD and activities at Professional Learning meetings ensured the transfer of this knowledge to classroom practice. With the underlying principles of quality teaching established, studies in interactive technology, comprehension skills, grammar and writing, use of the K-6 continuum in numeracy and PBEL training have been of great significance and importance to the Middle Dural Teaching staff. The staff have also participated in emergency care and CPR training, anaphylaxis and asthma awareness training along with updates on child protection and other mandatory policies. Staff professional learning staff meetings take place after school on a weekly basis.

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
Increased levels of literacy achievement for every student.

2013 Targets to achieve this outcome include:
Improved student performance in Writing as measured by:-

- An increase in the number of students performing in the top two bands in Yrs 3-6 measured against school-based rubrics in Literacy.
- The tracking of movement along each child’s continuum.

Strategies to achieve these targets include:
- Collection of benchmark data.
- Use of data to inform programming and teaching.
- Creation of individual Learning Plans for at-risk students.
- Explicit teaching of text types and grammatical features through Whole School Literacy Program.
- “Soundwaves” – Whole School Spelling Program.
- Collection of Writing Samples across school highlighting growth of skill development.
- Use of rubrics to inform and guide student performance.

School priority 2
Outcome for 2012–2014
Increased levels of Numeracy achievement for every student.

2013 Targets to achieve this outcome include:
Improved student performance in Numeracy as measured by:-

- An increased number of students performing in the top 2 bands using school-based data.
- The tracking of movement of each student along the numeracy continuum.

Strategies to achieve these targets include:
- Item analysis of Naplan results to inform programming and benchmark data collection.
- Collaborative staff use of data to inform programming.
- Developing Individual Learning Plans as needed.
- Regular planned assessments, using wording similar to Naplan to familiarize students.
- Applying Newman’s prompts to assist problem-solving.
- Introduce iMaths investigative maths program. Staff consultations and collaborative planning.
- Teacher professional Learning in perceived math areas.
- Introduction of Whole School maths investigation sessions.

School priority 3
Outcome for 2012–2014
Better student engagement in learning.

2013 Targets to achieve this outcome include:
Increased student engagement in school programs as measured by:-

- Reduction in number of reflection sheets given / incidents recorded.
- Reduction in number of students reaching level 3 class rockplates.
- Increase in number of students achieving “Top Rock” level class awards.
- Teacher programing demonstrating evidence of Quality Teaching, significance and differentiation.

Strategies to achieve these targets include:
- Continuation of PBEL Rocks Program through explicit lessons.
- Monitoring of PBEL classroom/ playground sheets and incident book. Weekly recording of classroom “rockplates”.
• Teacher Professional Learning in aspects of quality teaching, differentiation and Collaborative planning/programming in Whole School Programs.
• Staff Training in use of technology.
• Student self-assessment. Use of rubrics to assist student direction, reflection and goal-setting.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Susan McLennan, Teacher
Joanne Uri, Teacher
Lyndon Moss, S.A.M.
Ann Mills, Relieving Principal

School contact information
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School Code: 2542

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: