Middle Dural Public School
Annual School Report 2013
School context

Situated on the outskirts of North Western Sydney, Middle Dural Public School is a small school consisting of two classes. It is set in a semi-rural district where students live on acreage or in a village environment. Most students travel by car and bus services are available.

Staff and Parents are committed to achieving the highest standards for all students. We cherish our diversity and nurture tolerance and respect for others.

Principal’s message

This marks the end of another productive year at Middle Dural Public School; a year that has seen growth and continuity along with change and progression.

2013 saw the growth and continuation of many of the strong programs within the school that benefit our children.

We continued our “Whole School” focus in Literacy, Visual Arts and Science. The Read and Respond sessions and smaller Literacy Groups throughout the Whole School have shown improved student results and benefits to student comprehension and reading fluency.

This approach in Visual Arts in Semester 1 provided a common language of art and artists throughout the school, and a shared understanding of developing skills and artistic values.

In Science the study of machines enabled us to witness the transformation of student thinking and communication as they saw their world in a new light; a simple ramp became an inclined plane; a pair of scissors became a complex machine. Many parents would have witnessed this at home and during Education week when the students displayed and explained their design tasks.

The Middle Dural Rocks PBEL program is another strong program that we have continued. This has ensured aligned thinking amongst all members of the school, providing a positive and focused classroom climate and fewer playground issues. The continuation of the Kitchen Garden program which integrates Science and PDHealth, and our Dance programs throughout the school are two more ways our students are involved in socially interactive activities outside of the classroom.

Progression through change has occurred in many ways throughout the school both physically and within the learning context.

Notable physical changes have been the erection of the shade shelter, the painting of the Senior Classroom/Hall, a new interactive whiteboard and blinds in the senior classroom, the planting of 13 advanced trees, an upgraded telephone system to connect all learning areas, and the installation of Wi-Fi throughout the WHOLE school.

With the introduction of the new curriculum, extensive preparation has been undertaken by the teaching staff. We have been participating in professional development regularly throughout the year to ensure we are ready to implement the new English curriculum. To assist us with this, we will be embracing new technology with the introduction of iPads in the classroom in Term 1, 2014.

We introduced a new spelling program this year in “Soundwaves” and a new math’s program called iMaths. These programs involve students in the analysis, synthesis and evaluation of the skills introduced, ie using higher order thinking skills.
Both of these programs also required us to approach our work in a different way. Both teachers and students have benefited greatly from these programs.

The introduction of debating was undertaken as a Galston Community of Schools initiative. Ms Warby from Galston High introduced debating to our students providing a number of lessons. This was then taken on by Mrs Urio who coached our students further in debating and public speaking skills.

The growth and continuity, and the change and progression demonstrated above come about through the collaboration of many parties:

- Our Parents & Citizens have shown tremendous support for our school in so many ways.
- Without the amazing efforts of our clerical staff, our school could not function.
- Our teachers demonstrate the core values of this school.
- Our children have embraced the challenges and expectations presented.

The harmonious and happy atmosphere along with the dedication and professionalism makes Middle Dural a very special place to be.

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 message**

We are a small, friendly P&C working together to support our school while having a lot of fun in the process.

This year we have continued to work alongside Mrs Mills and her staff to provide additional resources for our children at this school.

Our fund raising activities have included a cross country sausage sizzle, Election Day BBQ & cake stall, health bar fundraiser, raffle and of course our canteen.

As a result of this fundraising we have contributed around $4500 to assist with the purchases of Year 6 jerseys, reading materials, a gymnastics program, a shade shelter and advertising for our great little school.

Thank you to all families for your help, donations and promises. We look forward to working together on the very important and exciting projects that we have planned for 2014.

Gemma Silvia – P&C Secretary

**Student representative’s message**

It has been an amazing year for us as Captains of Middle Dural PS throughout 2013, with many responsibilities, activities and events occurring. As school captains we were invited to attend a leadership camp held at Vision Valley. This gave us the opportunity to meet with other school captains across our district to share ideas and experiences and to develop leadership skills and strategies to assist us in our role as leaders.

Our combined sporting carnivals are always something to look forward to. Joining with the other small schools, namely Hillside and Annangrove, gives us that necessary competition but in a friendly atmosphere. Many friendships are developed and we look forward to meeting up with them in high school next year. We are also proud to mention that our school had representatives entering in district, regional and state levels for athletics and swimming. This year our girls formed a netball team, participating in PSSA sport throughout term 3.

We would like to thank the P&C for their hard work, giving us so many opportunities: purchasing the Yr 6 jerseys and funding the YMCA gymnastics, the running of the mothers’ and fathers’ day stalls; operating the canteen; and assisting in purchases like new readers, the installation of Wi-Fi and the new shade shelter.
A huge thank you to Alecia who has made our Kitchen Garden Fridays fun and delicious!! Who would have thought our spinach could be so tasty... and beetroot with chocolate... so amazing!?

On behalf of Vanessa and myself, we would like to thank our teachers and fellow students for supporting us on our journey through primary school and wish the incoming captains a fun and eventful year ahead. As a parting gift from all of the Year 6 students of 2013, we would like to present the school with a giant Outdoor chess set as a result of all our fund-raising activities. Thank you for supporting us in these ventures.

Julian Nati and Vanessa Elkhazen

Student information

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

Student enrolment profile

Our enrolment in 2013 was 31 students which included 13 girls and 18 boys. The school was organized into 2 multi-stage classes: Early stage 1 and Stage 1 (K/1/2) and Stages 2 and 3 (Yrs 3 - 6).

<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>
<td>Male</td>
<td>37</td>
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<td>26</td>
<td>24</td>
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<td>16</td>
<td>10</td>
<td>9</td>
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Student attendance profile

Attendance rates remain at a consistent level around state and regional averages.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>90.4</td>
<td>94.9</td>
<td>97.3</td>
<td>96.4</td>
<td>96.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>86.6</td>
<td>94.8</td>
<td>97.6</td>
<td>97.3</td>
<td>98.1</td>
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<tr>
<td>2</td>
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<td>97.2</td>
<td>93.7</td>
<td>95.7</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.3</td>
<td>98.0</td>
<td>95.1</td>
<td>93.2</td>
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<td>4</td>
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<td>89.1</td>
<td>92.2</td>
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<tr>
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<td>95.7</td>
<td>93.2</td>
<td>93.1</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.8</td>
<td>91.5</td>
<td>95.7</td>
<td>93.9</td>
<td>93.6</td>
<td>95.1</td>
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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 3 or more days without an acknowledgement from home. Unexplained or frequent absences are closely monitored by staff and if deemed necessary are followed up by the Home School Liaison Officer. Student absences are also noted on pupil assessment reports sent home in June and December.

Workforce information

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

Workforce composition

<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 Teacher(s)</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>Teacher Librarian</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Total Teacher Allocation</td>
<td>2.536</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
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<tr>
<td>Total Staff Allocation</td>
<td>3.232</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</tr>
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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.

Date of financial summary 30/11/2013

Income
Balance brought forward $54794.38
Global funds 76318.96
Tied funds 11769.00
School & community sources 17541.14
Interest 1699.00
Trust receipts 1030.20
Canteen 0.00
Total income 163152.68

Expenditure
Teaching & learning
Key learning areas 14226.41
Excursions 2714.23
Extracurricular dissections 5952.63
Library 849.60
Training & development 0.00
Tied funds 11251.29
Casual relief teachers 2444.01
Administration & office 29753.97
School-operated canteen 0.00
Utilities 15365.00
Maintenance 25093.93
Trust accounts 1030.20
Capital programs 0.00
Total expenditure 108681.27

Balance carried forward 54471.41

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

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)

As the number of students sitting these exams at Middle Dural Public School, in both years 3 and 5, is under 10, 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.

NAPLAN Year 3 and 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Although the number of students sitting these exams does not allow for reliable analysis of data, it should be noted that the individual growth for all students in Literacy is well above the state average. Significant growth was particularly evident in Grammar and Punctuation which has been the main focus in our Whole School Literacy sessions. School average growth was 144 compared to 77.7 for the State.

Other school based assessments

Testing across years 2 – 6 indicated a significant increase in Spelling for 80% of students. Gains made in Comprehension and Oral Reading Fluency were evident through testing across the whole school.

NAPLAN Year 3 and 5- Numeracy

While growth in Numeracy was less significant, all students’ individual growth showed an increase on past performance.

Other school based assessments

The use of rubrics in our iMaths Program has highlighted a shift from students needing extensive teacher guidance and support to students taking ownership of their learning increasing their ability to self-assess and strive for achievement.

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

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

Debating
Debating has been undertaken this year by the senior students as part of their Whole School Literacy Program. It saw the implementation of a collaborative program conducted by Sarah Warby, a teacher from Galston High. Ms Warby, along with a student visited to tutor the children in debating skills. This program concluded with an inaugural debating challenge day held at Galston High School, with the other members of the Galston Community of schools.

Jump Rope for Heart
In an effort to improve fitness and endurance as well as raise awareness of heart health, students at Middle Dural once again participated in Jump Rope for Heart. Students engaged in an organized weekly skipping program on Wednesdays and were involved in regular practice throughout the week in their own time. The final Jump-Off was held during Education Week where students raised $1,065.70 for the Heart Foundation.

Sport
Middle Dural Public School provides opportunities for all students to participate in a wide range of sporting activities at their individual skill level, with the support of school staff and the wider community. Students participate in weekly school sporting activities as well as physical education lessons and daily fitness activities. In addition we utilised the expertise of the YMCA in running a Gymnastics Program throughout Term 3.

All students from K-6 participate in our annual small schools swimming, cross country and athletics carnivals, competing against children from Annangrove and Hillside. This year we had our school relay team go on to represent Sydney North in the small schools relay at Homebush.

This year has also seen seven of our primary girls form a netball team to represent our school in the Beecroft Zone P.S.S.A.

Recorder Performance
This year students from years 4-6 were given the opportunity to perform at the Sydney Opera House as part of the combined schools Recorder Ensemble. The teaching program provided by Sydney North Arts was followed at school as part of our music education. This allowed all primary students the opportunity to learn to read music and play the recorder.

Year 6 Fund Raising
As part of our leadership program, the Year 6 students had to plan and undertake fund raising activities. In 2013 Apple Slinky Days and Pop Corn Days were held throughout the year. Monies raised from these activities went towards a parting gift to the school presented by these students upon their graduation. We would like to thank our 2013 Year 6 students for the wonderful outdoor Chess Set that they presented to our school.

Wi-Fi
During Semester 2, 2013 major upgrading of our computer system was undertaken. Wi-Fi was installed in each of our classrooms, library and administration areas as well as planning for the purchase, storage, charging and syncing of iPads. Orders were placed for the required equipment to enable the introduction of iPads into our learning activities at the commencement of 2014.

Significant programs and initiatives

Whole School Focus
The concept of a whole school focus in various Key Learning Areas was developed initially as a means to align school thinking to take advantage that the smaller student numbers provided, whilst acknowledging the constraints of teacher time in a two-teacher school. It has proven to be most beneficial in many ways. It has reinforced values, skills and attitudes through collaborative planning and explicit teaching across the school. It has also allowed for a shared focus and peer modelling without grade distinctions, lifting the learning of all students.

Whole School Focus in Literacy
The continuation of a whole school approach to Literacy was considered, by all parties, to be a valuable and positive approach in developing
grammar, punctuation and writing throughout the school. It involved the two classes being divided into three different ability groups, thereby creating three smaller groups. These groups then worked on pre-determined aspects of literacy at an appropriate level.

**Read and Respond**

A continuation of this program saw students matched to real texts, reading with a partner after recess, three times per week. As well as promoting fluency in oral reading; developing greater comprehension, listening and evaluation skills, students increase tolerance and understanding as they change partners twice each term.

**Whole School Focus in Science**

This year our main Science focus in term 2 was “Machines”. Students studied simple and complex machines both in their own classrooms and together as a whole school. The work involved individual and group research, design and discovery sessions as students observed, questioned, predicted and communicated around this theme. Students throughout the school looked at many objects in a new light. The ramp into the library became an “inclined plane”; a pair of scissors a “complex machine”.

The unit culminated in every student completing a design task at home. The task was to design a machine that could be used in the Kitchen/Garden; the playground or the classroom. The Design Task provided an opportunity for families to discuss what had been studied and to research and work together. Students were able to showcase their design tasks during Education Week.

**Kitchen Garden**

Another successful year in the Kitchen Garden program as students harvested delicious watermelons, cucumbers, spinach, oranges, pumpkins and much more. The care, plantings and organizing of the garden beds was the responsibility of our students as they shared the tasks among their peer groups on a rotational basis. Students needed to consider growth rates, size and conditions, in consultation with the teacher, to determine placement. A seed packet became a new-style comprehension lesson.

We were indeed fortunate to have parent assistance with the “kitchen” aspect of the program. Alecia worked in our new kitchen, alongside the teacher, to cook our produce and some other healthy treats with the students. These are always shared as “tastings” throughout the school. The Health and Science links in this are self-evident but so very important in our “take-away society”.

**Whole School Focus in Art**

Our Term 1 Visual Arts study was focusing on the work of Friedensreich Hundertwasser. Students learned about the world as Hundertwasser saw it. They enjoyed his use of line and strong colour, experimenting with this in their own works. K/1/2 students created mixed media art when they incorporated their own digital images into their Hundertwasser-style lollipop trees, showing what fun it would be to be in your own art work.
Circle Art

Students and parents alike joined in the fun and wonder of our Circle Art afternoon at Middle Dural Public School in May. The students developed their cooperative skills to create some beautiful works of art around circles, communicating with parents and students as ideas were shared and realized in order to celebrate Mothers’ Day. This fun event was immediately followed by a delicious afternoon tea for our mums.

Dance Programs

A continuation of the Footsteps program has ensured the involvement of all students K-6 and development of essential co-ordination skills while enjoying the pace, rigour and fun, of a varied and amazing dance program. This weekly program was run over six weeks and greatly enjoyed by all students.

Throughout the year, we were indeed fortunate to again secure the capable dance tuition from Natasha Schudeboom. Natasha was a Yr 11 student from Galston High School who was also studying Dance for her HSC. Natasha worked with both classes, forming three particular groups: The K/1 dance group, the Primary Girls Dance Group and a Yr 2-6 Boys Dance Group. These students performed most capably to a very proud and enthusiastic audience on Presentation night in December.

Gymnastics

Thanks to our P&C Association who so generously paid for our students to participate in the YMCA gymnastics program again this year. Students developed co-ordination, flexibility and control as the gym teachers put them through their paces. This was greatly enjoyed by the students.

Parent Helping Hands

Parent involvement at Middle Dural is something we have been focusing on over the last two years. It was decided to hold a Helping Hands morning tea one day each term in an effort to bring parents together within the school setting and assist the school in tasks needing completing, such as book covering and laminating. The response was a positive one on many fronts and something we will continue in the future.

Camp

Students from grades 5 & 6 combined with Hillside and Annangrove schools on an educational visit to our National Capital. Here students were greeted by their Federal Representative, Phillip Ruddock before touring Parliament House. Visits were also made to Old Parliament House, The War Memorial, Questacon, The Institute of Sport and the National Art Gallery.

Open Days & Community Activities

Community involvement is highly regarded at our school. Parents and friends are regular visitors to our fortnightly Assemblies and to special events held at school. Some of these include: Education Week where we showcased our Science Design Tasks and held our Jump-off for Jump Rope for Heart; Circle Art for Mothers’ Day where students and mothers painted together.

Combined Carnivals are held with Annangrove and Hillside Schools where all parents and community mixed to cheer on their children and enjoy a social barbecue.
A highlight of community involvement is our participation at the Glenorie RSL Anzac Day March and service. Even though this is held on a public holiday, our school representation is very strong. It is with pride that two of our senior students stood before a crowd of up to a thousand people to participate in the readings and the laying of the wreath.

**Wet & Wild**

2013 once again saw our stage 2 & 3 students rise to the challenges of the Wet & Wild Web Quest. These challenges test a team’s ability to identify plants and animals living in a wet environment. Students are provided with 24 clues that must be researched in order to group them to allow the animal/plant to be identified.

The interest and excitement demonstrated by the groups together with the knowledge gained, highlighted the value of this learning experience.

**Galston Community of Schools**

Middle Dural Public School is a member of the Galston Community of Schools, formed by Galston High School and its eight feeder schools. Principals from these schools meet on a monthly basis to provide support networks and forge links with various faculties within the high school. The aim is to ensure a smooth transition to high school through continued opportunities to connect with staff and students. One staff development day each year is committed to a collaborative venture for this community group, thereby allowing for a shared understanding between high school and primary staff members.

**P5 Learning Alliance**

The P5 Learning Alliance is a professional network of Teaching Principals in the Hornsby/ Dural District, responsible for the running of the smaller schools within these locations. It provides strong collegial support for Principals in their unique roles, as well as for the teaching staff within these schools. This occurs through regular meetings and shared professional development sessions and school development days. The alliance also caters socially for students within these schools as we meet for combined sporting and social events and excursions where possible.

**Aboriginal education**

Aboriginal Perspectives were integrated into key learning areas throughout 2013. Discussions around aboriginal perspectives are part of all HSIE topics. Our Science Unit on “Machines” led to an awareness of Aboriginal tools and technology. Students studied Aboriginal Dreamtime Stories in literacy, developing higher order thinking skills through completion of comprehension tasks. Students came to value the traditional way of life of aboriginal people and developed an awareness of the aboriginal people in modern day society.

**Multicultural education**

Middle Dural celebrated Harmony Day in March and this became the springboard to a variety of multicultural activities. Differing cultures and perspectives were explored through our visual arts and literacy programs as well as HSIE. Our cultural language program in French continued throughout 2013 as students sang and conversed in French. Our students also performed a wonderful rendition of “Madame L’araignee” for our parents on presentation night, about a spider confused and upset by her eight legs all performing different tasks.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an investigation of the newly implemented iMaths program.

**Background:**

In 2013 the staff at Middle Dural PS decided to implement a new mathematics program. This new program was selected because of its use of rich maths tasks in ensuring the application of mathematical skills and strategies.
Teacher and student focus groups were surveyed to evaluate the effectiveness of the implementation of iMaths at this school in 2013.

Findings and Conclusions:
The overwhelming response to iMaths from all parties was indeed positive.

The parent focus group indicated all were aware of the introduction of this program through various sources such as newsletters, P&C meetings, parent information evenings and their own child. All agreed that it should be continued in 2014.

Some of the benefits cited were that the program was “fun and enjoyable and so fostered a growing interest in mathematics.” The program “offered a practical application, allowing students to cement concepts at their own pace.” It was felt that the investigation tasks “ appealed to gender” and were aware that the students could use many ways to solve a problem. No changes were suggested though some additional comments highlighted a need for more parent information regarding strategies and mathematics at school.

The student focus group responded in the form of a discussion guided by a PMI process. 85% of comments received were positive. It was found that students enjoyed this program. They found the text book to be well-organised and enjoyed the use of the computer. The investigation tasks were considered “cool and realistic” and that they “stretched our thinking”. Overall students sometimes felt that they “weren’t doing maths” when carrying out the investigations.

10% of students found that maths was harder with this system- it was “not straightforward”. Some students felt they had trouble “seeing a connection to maths” and “understanding what they had to do”.

Most students were interested by the real-world applications and use of rubrics to show progress.

The teaching staff has witnessed the increased motivation and willingness to participate within the classroom setting. At first, teachers struggled with time management in delivery of the program throughout the multi-stage classrooms but this was quickly resolved as ideas and practices were shared in collaborative consultation during our professional learning meetings.

Some of the strong points discussed in such meetings about the program are:

- The well-designed program planner.
- The layout of the student text book.
- The use of rubrics to discuss progress and demonstrate expectations with students.
- The alignment with the new Australian curriculum.

All staff were impressed with the strong emphasis on working mathematically as seen through the investigations. These were also seen to be realistic and relevant to student interests.

An area highlighted for further attention is the area of comprehension. Teachers saw a need to heighten awareness and use of the literacy of mathematics (vocabulary) and to take students systematically through problem solving strategies. An emphasis on understanding of the task at hand- what is required of the learner (comprehension).

Future Directions:

- Continue iMaths in 2014
- Continue collegial discussions to share teaching methods and practices, exposing issues as they arise.
- Run Maths Focus days each term to demonstrate relevance of Maths in everyday activities.
- Ensure rubrics are used to inform future teaching as well as a marker of student progress.
- Commence a maths wordwall in each room to assist with the comprehension of investigative tasks

School planning 2012—2014: progress in 2013

School priority 1
Literacy

Outcomes from 2012–2014
Increased levels of Literacy achievement for every student.
Evidence of progress towards outcomes in 2013:
- Tracked results of school based testing in Literacy indicate significant growth in spelling and oral reading fluency.
- Students tracked on aspects of Literacy show movement along the continuum.
- Teachers have undertaken numerous professional learning courses throughout 2013, which has been reflected in teaching programs.

Strategies to achieve these outcomes in 2014
- Use of Reading Eggs-teacher resources and scaffolds; individual student progress.
- PETA membership for professional reading source.
- Using the Super Six Strategies for Comprehension- sharing class ideas and professional development.
- Benchmarking and tracking student progress.
- Assessment for, as and of learning.
- Formalize Whole School Read and Respond activities; work samples kept and analysed.
- Further professional learning in Australian Curriculum English.
- Differentiated instruction to accommodate individual needs.
- Purchase quality literature, update resources and create stage-based class boxes.
- Identification of at-risk students through this tracking.

Strategies to achieve these outcomes in 2014:
- Purchase teacher access to iMaths.
- Continue use of iMaths investigations.
- Use of Newman’s prompts in problem solving strategies.
- Staff training in Australian Maths Curriculum in preparation for 2015 implementation.
- Purchase maths resources to allow for investigative procedures.
- Update and re-organise maths store room; stock-take of resources; list of needs to be met.

School priority 3
Engaged Learning
Outcomes from 2012–2014
Better student engagement in Learning
Evidence of progress towards outcomes in 2013:
- Collaborative approach to planning for whole school activities evident in Visual Arts, Science, Literacy and Special events
- Completion of PBEL evaluation (SET) indicated minimal classroom disruption to learning.
- Differentiated lessons for students evident in class programs.

Strategies to achieve these outcomes in 2014:
- Teacher Professional Learning to explore, implement and manage the introduction of iPads.
- Teacher Professional Learning for classroom use of iPads
- To embed ICT into Teaching Learning activities across all KLAs
- Creating a list of useful Apps
- Professional Learning in use of available digital/ online resources and VC materials.
• Update school ICT policy, scope and sequence, continuum

Professional learning
With the mandatory introduction of the Australian Curriculum in English in 2014 it was necessary to prepare and familiarize staff with new content and practices in order to implement it at the start of the new year. Courses were held through PLLD and continued in Staff Development Days and after-school professional learning sessions. Some further professional learning was undertaken in a combined small schools setting, where Middle Dural was the host school for visits from regional consultants such as Judy Gerber and Kasey Hennessy. Staff at Middle Dural also engaged in Professional Reading around aspects of literacy and English, thereby allowing for collegial discussions around specific topics.

In addition to Australian Curriculum English, some professional Learning around Mathematics for the new Curriculum and the newly created Program Builder was attended by all staff.

Professional Learning and training was also provided as part of the planning and implementation of the upgraded technology within this school.

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.

The results from focus group discussions when evaluating our iMaths program highlighted the fact that the overwhelming majority of staff, students and parents rate their satisfaction with the school very highly. Of particular mention, through parent and teacher interactions, is the inclusivity of all students as they are made to feel valued in this small school “family” setting. Further evidence is provided through the high attendance rate of both students and staff.

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: