School context statement

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

Another year comes to a close and it’s time to reflect upon our achievements, acknowledge areas for improvement and plan for a fabulous 2015.

This year saw the continuation of our Science Arts Unit on Magnetism and Electricity. We thank Mr Limbers from Galston High for his memorable lesson deliveries and sharing of equipment making this unit come alive... and congratulate our students and their families who assisted to ensure the design tasks were created and so well presented.

The introduction of Maths Focus Days demystified mathematics for our students, making it real and fun as it was seen in a totally different light.

Whole school Literacy continued in all its strength to assist growth in grammar, writing and punctuation skills. This year it was delivered as part of the new and mandatory Australian Curriculum English where Students study texts to determine the ways an author manipulates and works with language to create texts for a particular purpose.

Our Read and Respond sessions continued with a mid-week revamp of shared teaching practice across the whole school. These weekly sessions saw each teacher take responsibility for lesson delivery either viewing or responding digitally. This ensured Australian Curriculum requirements were met while also heightening professional practice.

Our Kitchen Garden Program continued this year thanks to the efforts of three very important people. Alecia in Semester1 and Mary in Semester 2 ran our Kitchen lessons under the supervision of Mrs McLennan. Mr Tyszynk has been preparing our beds and ensuring deep watering assisted by the students.

Through the analysis of Naplan results, as a staff, we decided to commence Maths groupings across the school ensuring areas of perceived need were addressed. We participated in Footsteps Dance in Term 2, Milo Cricket in Term 4 and commenced Cool Kids Music in Term 4.

I am very proud to lead and work alongside such a supportive and dedicated staff.

In April we acknowledged the retirement of Mr Barnes with a special assembly and an afternoon tea. At the commencement of Term 3 I was successful in becoming the new principal of Middle Dural Public School. I would like to take this opportunity to thank you all for your support and encouragement throughout this process.
Our P&C remained strong under the leadership of Stephen Loughnan. Our school corner frontage received a huge make-over; the shade shelter is being prepared; submissions were made for grants for ground improvements such as a safe front entry for our students and seating and landscaping near our oval. The grounds are looking amazing as our wonderful General Assistant, John Tyszyk, works with pride and care, maintaining and improving various areas across the school.

Michelle instigated Middle Dural Minis – a playgroup facility held in our school library on Monday mornings. I am pleased to announce that it seems we will be offering a before and after school care service as of next year. It is hoped that we may now attract more of the students who pass us by due to the unavailability of such a resource. Tori has worked hard as our uniform coordinator. You may have noticed the classy new sports shirts we now have which look so good with the black shorts. Michelle, Sam and Damien have worked together to provide an excellent canteen for our students. Kate has written such entertaining articles for the local magazines and papers to ensure Middle Dural School is well known in our district. Our fundraisers were creative in their approaches this year ensuring the accumulation of funds that go directly back to our students through a variety of resources and programs.

Schools today need to be educating not just for exams but for life-long learning. Students need to learn how to be tenacious and resourceful, imaginative and logical, self-disciplined, collaborative and inquisitive. We need to help our students build up the mental, emotional and social resources to enjoy challenge and cope well with uncertainty. 2015 will see us meet this challenge as part of our strategic directions within our new school plan. I look forward to a positive and productive 2015.

Ann Mills (Principal)

P&C Report

This year our P&C saw a change midway within the key committee. With the President, Gemma Silvia leaving at the end of Term 2, Stephen Loughnan stepped in to fulfil the role until the end of the school year. This transition caused no disruption to the running of our P&C, in part due to the committed efforts of our other 7 P&C members. Our meetings have been held every second Tuesday of the month and have seen dedication and motivation from all members throughout the year.

With the help and support of our P&C members and some dedicated parent volunteers, 2014 has been a productive year at Middle Dural Public School. We have;

- made a financial contribution to the school,
- introduced and purchased school representative patches,
- organised and held several fundraisers throughout the year,
- renovated and updated the brick wall at the front of the school that has our school’s name on it,
- given our canteen a makeover by painting the inside, as well as planting a herb garden along the front on either side of the steps,
- seen a small increase in the number of parent helpers in the canteen,
- organised and ran the BBQ at our combined small schools cross country,
- sponsored the whole school Milo Cricket Program,
- introduced a new summer sports uniform of black shorts and a red & black polo with the emblem,
- commenced a Playgroup called Mini Dural Minis which is affiliated with Playgroup NSW. Middle Dural Minis meets on a Monday morning at 9am,
- assisted with the Kitchen Garden Program,
• initiated the start of the shade shelter area,
• hosted and ran the Year 6 farewell dinner and disco,
• renewed our relationship with Bunnings and have established a supportive and rewarding relationship,
• have been involved with school promotion by placing regular articles in local community publications and by 500 houses/homes within our catchment area receiving our new brochure via a letterbox drop,
• hosted morning tea to welcome the new families that started at our school during the year,
• organised regular “coffee & chat” mornings for parents at the school and held them at a local café,
• Applied for 2 grants; 1 for installing a main school entrance and 1 for seating on the side of the oval.

After a wonderful 2014, we can only look forward to 2015 being just as successful and rewarding for Middle Dural Public School. Thank you to everyone on the P&C and to those parents who have helped our school during the year.

Michelle Devine / Stephen Loughnan

School Captains’ Report
This year has been an unpredictable journey, full of fun and exciting events coming our way.

At the start of the year, as Captains we went to a leadership camp at Vision Valley where we learnt all about leadership skills, participating in activities such as team bonding, work skills and public speaking while getting to know the other Captains. It was a valuable and worthwhile experience. There was also an epic disco at the end of the camp to wish all the Captains good luck for the up-coming year.

Our friendly sporting competitions continued where Hillside Public School and Annangrove Public School met with us to compete in the Swimming, Cross Country and Athletics Carnivals, sharing a barbecue lunch afterwards. It was exhausting but still exciting for everyone.

In June the year 5/6 children had the opportunity to go to Point Wolstoncroft Sport Centre at Lake Macquarie. Here we were able to have amazing experiences such as rock climbing, kayaking and the giant swing.

Later in the year our school was invited to the Galston H.S. Debating Challenge. We had 6 debaters from our school compete.

We would like to thank Mr Tyszyk for being our amazing G.A. Though his job is to maintain our school, he definitely means way more to us than he thinks. He always helps any child with their school equipment, whether it’s stuck on the roof or needs a pump. He is also an excellent handball player. On behalf of all students and teachers we would also like to thank Mrs Mills for being our fantastic new Principal for 2014 and for many years to come.

We wish the new captains a fun and enjoyable journey for 2015. We hope that they will enjoy being the captains as much as we have, and that they will set a good example for others. We would like to present the school with 2 soccer goal nets, purchased as a result of all of our Year 6 fundraising activities.

We thank the teachers and the students for supporting us throughout this year. It has been an enjoyable and unforgettable experience for both of us.

Madeleine & Caleb, School Captains
**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 by the end of 2014 had increased to 34 students which included 18 boys and 16 girls. 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).

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>24</td>
<td>20</td>
<td>17</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

![Enrolments chart]

**Student attendance profile**

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Total Teacher Allocation</td>
<td>2.536</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total Staff Allocation</td>
<td>3.232</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Middle Dural Public School currently has no Indigenous employees 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>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>0</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

In implementing the new AC English curriculum and with the imminent introduction of Maths and Science, much of our professional learning focus centred around an understanding of changes and processes as well as determining best practice. Teachers at Middle Dural undertook a series of Adobe Connect sessions around these three curriculum areas. This then stimulated discussion...
and planning around our needs as a school and also as individual staff members.

In Term 2, all staff participated in an eight week course on Grammar along with all staff from our three neighbouring small schools. This course was held for two hours after school each week, run by Ann Leaf from “Learning Scope”. This proved to be a valuable course, not only in content but also in the collaboration and communication across schools, allowing for discussions around classroom ideas and practice.

Our School Development Days provide for a similar connection while taking on further professional input. In Term 2 we joined with our Community of Schools at Galston High School to listen to a talk on Item Analysis from NAPLAN Data and its value for school planning in catering for the individual. This was followed by workshops around curriculum. Our Term 3 School Development Day was shared with colleagues from our small Schools’ Learning Alliance, held at Annangrove Public School. We shared current practice on AC English and had input to assist with the implementation of AC Mathematics in 2015. Term 4 saw one of our days shared with colleagues at Galston Public School to undergo a workshop on creative use of iPads in the classroom. This was run by Steve Papp, a recognized Apple In Schools presenter. The other day was held at school involving all staff on planning for 2015.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Financial summary

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>54471.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>62724.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>13741.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8457.85</td>
</tr>
<tr>
<td>Interest</td>
<td>1200.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>218.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>140814.20</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 6685.78    |
| Excursions                 | 2269.00    |
| Extracurricular dissections| 6677.34    |
| Library                    | 1616.48    |
| Training & development     | 0.00       |
| Tied funds                 | 11779.38   |
| Casual relief teachers     | 5321.60    |
| Administration & office    | 29338.56   |
| School-operated canteen    | 0.00       |
| Utilities                  | 16572.62   |
| Maintenance                | 21981.23   |
| Trust accounts             | 218.00     |
| Capital programs           | 0.00       |
| **Total expenditure**      | 102459.99  |
| **Balance carried forward**| 38354.21   |

A full copy of the school’s 2014 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 2014

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, the tables included below demonstrate our average scores compared to those of the state and similar schools (SSG).

### Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>485.5</td>
<td>424.6</td>
<td>416.3</td>
</tr>
</tbody>
</table>

### Year 3 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>497.5</td>
<td>431.8</td>
<td>418.8</td>
</tr>
</tbody>
</table>

### Year 3 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>469.2</td>
<td>438.8</td>
<td>427.1</td>
</tr>
</tbody>
</table>

### Year 3 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>462.3</td>
<td>412.2</td>
<td>401.5</td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>529.0</td>
<td>504.5</td>
<td>497.3</td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>558.1</td>
<td>515.4</td>
<td>502.7</td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>518.7</td>
<td>520.6</td>
<td>504.7</td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>473.3</td>
<td>475.5</td>
<td>467.1</td>
</tr>
</tbody>
</table>

Analysis of individual data has also demonstrated that individual growth for students in Literacy is above the state average. Significant growth was particularly evident in Spelling which reflects the continued success of the Soundwaves Program implemented throughout the school. School average growth was 94.1 compared to 79.4 for the State.

**Other school based assessments**

School based standardized testing across years 1 – 6 has indicated growth for all students in Literacy skills with some significant gains, particularly in the area of spelling. This year ACER online testing in Spelling and Grammar, and Comprehension was also conducted for all students to strengthen the validity of school based assessment and to allow for further tracking of individual growth.

**NAPLAN Year 3 and 5 - Numeracy**

Although the number of students sitting these exams does not allow for reliable analysis of data, the tables included below demonstrate our average scores compared to those of the state and similar schools (SSG).

### Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>412.2</td>
<td>401.5</td>
<td>415.8</td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>404.7</td>
<td>504.7</td>
<td>488.5</td>
</tr>
</tbody>
</table>

Growth was evident for all Year 5 students however, in order to achieve significant gains; priority planning and processes have been actioned across the whole school.

**Other school based assessments**

In order to formalize and track individual progress/ growth in Mathematics at a school level ACER online testing has been purchased and implemented. The use of rubrics in our iMaths program continues to highlight areas of need at point of interest and so direct further individualized instruction.

**Other achievements**

**Debating & Public Speaking**

Students at Middle Dural Public School are offered many opportunities to develop their public speaking skills through their participation in school assemblies, project and class presentations, and debating. Debating has been
undertaken this year by the students in years 3-6 where children practised and improved their skills in real debating situations. From this a representative team was selected to take part in the Galston High School Interschool Debating Challenge in Term 4. This also gave these students the opportunity to refine their skills in a competitive, formal situation.

Premiers Reading Challenge

Reading continues to be a priority at Middle Dural Public School as students participated in the Premier’s Reading Challenge once again. It was great to see every child receiving their certificate and more than 25% of children receiving a “Gold Certificate.”

Sport

Middle Dural Public School encourages active participation in regular exercise and sport. It is promoted not just for skill development but also for enjoyment, fitness, teamwork and healthy competition. Through our sporting programs children are given the opportunity to participate in daily fitness sessions, weekly school sporting activities and physical education lessons which target fundamental skills. We also add variety to our regular sport program by inviting qualified instructors for tuition. This year students enjoyed the opportunity to participate in Footsteps Dance in Term 2 and the Milo Cricket Coaching Clinic during Term 4.

Our children in K-6 participate competitively against Hillside and Annangrove Public Schools through our Small Schools Sports Carnivals. Resulting from these carnivals, students were selected to compete at the Beecroft Zone Carnivals.

Involvement in the PSSA sports competition this year saw our Primary students competing in Oz-Tag each Friday of Term 3.

Year 6 Leadership

Throughout the year, all Year 6 students are required to take on a Peer Leadership Role, becoming responsible in the planning, running and evaluating many school activities, including the running of School Assemblies and assisting younger students during Kitchen Garden, Art, and Sport activities. Our Captains attended a Leadership Camp where they combined with Leaders from surrounding schools and participated in Team Building skills designed to assist them in their Leadership Role.

Fund raising is another initiative, where year 6 plan and undertake activities like Popcorn days in order to raise funds for charities and an end of year gift to the school. We would like to thank our 2014 Year 6 students for the wonderful gift of two portable soccer goals that they presented to our school on their graduation. Some special days held were Crazy Hair Day for Leukemia, Hero Day for Bear Cottage to name a few.

Whole School Science

This year’s science focus for term 2 was Magnets and Electricity. Students were involved in a series of lessons both within their own classrooms and at a whole school level. We were fortunate to again have the support and expertise from Mr Chris Limbers of Galston High School. Kindly donating his time, Mr Limbers led three hands-on sessions in that topic area. We thank Mr Limbers for making these sessions fun, memorable and informative.

The design tasks completed at home with parent supervision and assistance were presented at school in front of their peers. The task sheets were presented along with the design to assist
with the assessment process. During education Week in term three all design tasks were set up allowing every student the opportunity to display, discuss and demonstrate their design with visiting parents as they milled around the room following the special assembly.

**ICT**

2014 saw an internal audit and overhaul of technology in our school with the implementation of iPads in learning. Teachers and students have been trained to ensure enrichment is gained from their use to support learning both inside and outside the classroom. The iPads are available daily to each classroom ensuring a minimum ratio of 1:2 students and their availability at all times. Ongoing professional learning for teachers in best classroom practice occurs at an individual and school level through shared practice and individual research, guiding the choice and purchase of quality apps.

**Maths Focus Days**

Throughout 2014 it was decided to commence Maths Focus Days in an attempt to break the barriers often felt by students who experience difficulty with mathematics. It was believed by staff that if students could experience and realize the fun side of maths they would approach it in a more open-minded manner in the future.

The special focus days provided problem solving activities in pairs and groups, use of ICT in maths, maths language barrier games and maths in art activities. The excitement and involvement of students on these days proved a positive move.

**Music and Performances**

Term 2 saw the continuation of the Footsteps Dance Program for all students K-6. This very worthwhile program engages all students as they participate in, either, the junior or senior program, developing concentration and co-ordination while having a lot of fun.

Our students were invited to perform for a group of Senior Citizens while they dined at “Geranium Cottage” in Middle Dural. Students from K-6 entertained the patrons with three songs “What a Wonderful World”, “Three Little Birds” and “Santa Don’t You Know?” This was extremely well received by all around and was an excellent rehearsal for the upcoming Presentation Night performances.

2014 was also a year for the introduction of “Cool Kids Music” within our school. Students were given the opportunity to learn an instrument under the tuition of musicians from “Cool Kids” music. This has proven to be quite popular with over 50% of students participating and will continue in 2015.

**Excursions**

Senior students, from Years 5 and 6, attended a recreational camp along with students from Hillside and Annangrove Public Schools. Point Wolstoncroft provided challenging activities including a giant swing, canoeing and a wombat hole in an idyllic lakeside setting. Children were challenged physically while developing peer bonding activities. A great time was had by all.

K-6 students from Middle Dural travelled to Hillside to participate in an author visit by Aaron Blabey. This proved to be very entertaining as Aaron introduced many of his book characters to us through his drawings, while sharing many of his experiences, thoughts and tricks in both writing and illustrating books. We were most fortunate to have received some of his original artworks as performed on the day for our own school library.
Book Week 2014

This year’s theme “Connect to Reading” provided many experiences for responding to literature. Teachers modelled best practice as students responded to the short-listed books presented during our Whole School Literacy sessions in a variety of ways. The resulting work was shared through assembly presentations and library displays. A special Book Week assembly was held in during Book Week in Term 3 where students dressed as Book Characters and explained to the audience their “connection” to that particular character. Students also spent a half day of rotational activities around the connection theme to complete activities such as connecting Art and Literature, making connections between different texts. These activities involved the use of higher order thinking skills as students created and justified their connections. A very productive and successful Book Week was experienced by all. We thank Mrs Urio for her leadership and commitment shown throughout this event.

Kitchen Garden

Our Kitchen Garden activities continued to connect parents and students with healthy living choices as students continued to be responsible for the care and upkeep of the garden, and be involved with the preparation and cooking of resulting produce. We thank our wonderful General Assistant, Mr Tyszyk for his assistance with the heavy work in the gardens and our parent Kitchen assistants Ms Alecia Gill and Mrs Mary Ameduri who volunteered their time over the year to ensure we could continue to run this important program.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Students from Middle Dural Public School recognized National Reconciliation Week with a day of planned activities to heighten cultural awareness and an understanding of historical events. A retelling of the Sorry Day story was shared with K-6 students, developing empathy and an understanding of events. Students illustrated this story to be displayed on entry to the senior room. Students also decorated foot shapes using aboriginal style and colours to embellish the story and represent “Walk the Talk”. The afternoon session involved all students in the Walk the talk dance demonstrated on the reconciliation website.

Both classes involved all students in literature studies to develop cultural and historical awareness and appreciation. Students in K-2 studied “Collecting Colour” which demonstrated and highlighted the different skills and values of our indigenous people in differing situations. Students were involved in their own weavings and connected with many aspects of aboriginal life associated with this and related texts. Students in Yrs 3-6 used the text “Audrey of the Outback” as a starting point for a unit of work on Australian Culture where traditional, indigenous and multicultural influences were studied.

Professional learning through shared practice, collaborative planning and professional reading was undertaken throughout 2014.
Multicultural education and anti-racism

Multicultural education is experienced in our school through many of our daily activities. The English curriculum requires our students to experience stories from other cultures. Not only do they experience the stories themselves but the planned and unplanned discussions and activities that arise from these texts allow for insights into other cultures and ensure the message of anti-racism is instilled. As the Anti-racism Contact Officer, I ensure staff has access to useful and relevant websites and oversee programs to ensure multicultural content. Parents and students speak with me over any relevant concerns without hesitation.

Harmony Day is also a wonderful and fun way to enlighten students to accept cultural ways different to their own, realizing how our own way of life has been enriched through multiculturalism. It provides a positive start early in the year so students have experiences and values upon which to build. We again celebrated Harmony Day this year with students wearing Orange and participating in a range of activities and games.

Through our Kitchen Garden program, we also provide an opportunity for food of different cultures to be presented and allow students to have tastings. Our canteen presented a number of feature days in 2014 where special food was prepared for the children to purchase eg sushi day in line with multicultural perspectives.

Socio-economic background and Learning and Support

The semi-rural location of our school provides a diverse mix of backgrounds. Funding received in line with Local Schools Local Decisions, has enabled us to ensure that no child misses out on learning opportunities provided. Strategies employed include additional funding of teacher time to enable smaller groupings in Whole School Literacy and Maths; the purchase of Reading Eggs and Soundwaves online program for use within and outside of school hours; SLSO time to support programs for individual and groups of students within the classroom; supplementation of leadership camp, excursions, PSSA and sporting clinics.

Evidence of achievement through strategies implemented has been demonstrated by the increased level of students’ participation and engagement in learning at a whole school level. Students have had the opportunity to access a wider range of curriculum learning experiences differentiated to meet individual needs and goals.

Whole School Programs

Our Whole School Programs have become a very innovative and important part of our approach to student engagement and learning.

Through this approach we have been able to encourage mentoring and break through the grade barriers that need not exist in some learning areas. In Science it has allowed for expertise and input from external sources as students worked through experiments in “Electricity” in small cross-grade groupings. In Visual Arts it encouraged mentoring and discussion around arts and artists as students worked as a whole school through various activities, allowing the sharing of ideas and approaches that are not restricted to a particular grade. In Literacy we were able to target ability groups to work more closely on areas of need and develop essential skills in smaller numbers. The development of Maths groupings this year, in a similar format to the Literacy, commenced in Term four and will continue into 2015 to target perceived areas of need, again working with smaller numbers in ability groupings.
The Whole School focus aligns staff and school directions, determined through collaborative planning. It goes beyond a scope and sequence of learning activities to a shared practice of quality teaching and learning aimed at each individual student.

Middle Dural Minis

Middle Dural Minis is an initiative commenced in Term 4 of 2014. Its purpose is two-fold. Firstly it provides an outreach for parents of young toddlers and babies to connect, along with their little ones, to meet, mix, play and share under the guidance and support of experienced parents and carers in a friendly community setting. Under the banner of Playgroups NSW, this wonderful playgroup also allows our school to become more widely known in the community as more and more people experience the genuine caring community feeling of this amazing small school.

The group meets in the school library every Monday morning from 9:00am until 11:00am. Children and parents are involved in free and structured play activities that help to develop social, physical, educational and emotional skills in readiness for their world ahead. The connection parents experience is equally valuable in this very important and busy time in their lives.

School planning and evaluation 2012—2014

School evaluation processes

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

- Survey sheet sent home to all parents
- Parent focus discussion groups at school
- Teacher discussions/ survey in meetings
- Student focus group input.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

To increase levels of Literacy achievement for every student.

Evidence of achievement of outcomes in 2014:

- Student movement along literacy continuum.
- Tracked results of school based data indicating growth.
- Increase in individual reading levels.
- Naplan results showing improvement.

Strategies to achieve these outcomes in 2014:

- Professional learning to assist with AC English implementation.
- Introduction of Super Six Comprehension Strategies.
- Purchase of AC English resources and appropriately labeled.
- Continuation of Soundwaves spelling program and Reading Eggs.

School priority 2

Numeracy

Outcomes from 2012–2014

To increase levels of Numeracy achievement for all students.

Evidence of achievement of outcomes in 2014:

- Students actively engaged in mathematics activities.
- Rubrics demonstrating improvement in approach to mathematics.
- Greater independent planning and discussion for iMaths investigations held within classroom.
• Movement along the numeracy continuum.

**Strategies to achieve these outcomes in 2014:**

• Introduction of Maths Focus Days to engage students and dispel any negativity towards mathematics.

• Use of iMaths program to ensure an understanding and application of skills learned.

• Rubrics used to assess and guide student performance in iMaths investigations.

• Baseline data collected using ACER online testing for mathematics.

**School priority 3**

**Student well-being and Engagement**

**Outcomes from 2012–2014**

Better student engagement in learning.

**Evidence of achievement of outcomes in 2014:**

• Data indicates minimal class disruption.

• Teachers show confidence in integrating use of iPads and other technology as part of routine learning.

• Students demonstrating interest and confidence in use of iPads for learning.

**Strategies to achieve these outcomes in 2014:**

• Teacher professional learning to explore, implement and manage introduction and use of iPads within the classroom.

• Embedding ICT into Teaching/Learning activities across Learning Areas.

• Selection and purchase of relevant and useful apps and programs to assist learning and engage students.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

“We have been consistently happy with the standards, values and activities at school. Our children are happy and stimulated.”

From all responses gained the overall message for Middle Dural was to:

*Keep doing-* challenging each student; its individualized learning style; artistic elements in learning; passionate teaching; whole-school activities; extra-curricular activities; shared practice and planning.

*Do more-* promoting the school in the community; family fun days; excursions/incursions; life skills such as needlework, cooking, macramé; collaborative planning in other areas.

*The most important thing about Middle Dural PS?* Community spirit within the school; its small size and teachers who take responsibility for educational outcomes; its unique size gives students the opportunity to be far more accepting of peers; personalized and challenged learning in all its contexts.

“*Keep the teaching staff you have. The parents have such faith, trust and respect in them and the way they teach and work together as a team.***”

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school planning process for Middle Dural public School involved parents, students, teachers, office staff and community members in surveys and focus group discussions about what they want and expect from Middle Dural Public School. Follow-up meetings, involving particular groups, allowed some collating, arranging, modifying and fine-tuning information and data received to determine the directions our
wonderful school should take. This was then taken back to each of the parties involved for final discussions resulting in the following:

**Strategic direction number 1:**
Fostering an inclusive learning culture to ensure academic growth and personal well-being in a safe and respectful learning community.

**Strategic Direction Number 2:**
Delivery of high standard educational practices across the school.

**Strategic Direction Number 3:**
Connecting learning in an integrated, dynamic holistic way.

**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.

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

**School contact information**
Middle Dural Public School
1251 Old Northern Rd
Middle Dural 2158
Ph: 02 96511761
Fax: 02 96514072
Email: middledur-p.school@det.nsw.edu.au
School Code: 2542

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: