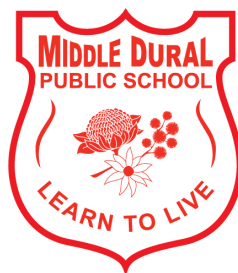


Middle Dural Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Middle Dural Public School** as an account of the school's operations and achievements throughout the year.

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

Ann Mills

Principal

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Message from the Principal

Here we are again at the end of another year that seems to have gone by yet again so quickly... and isn't that just the way it is... we become so busy, so involved that we hardly notice the days, the weeks, the months slipping by. But, when we rewind the clock and slowly pace through we see just how much has transpired... the involvement, the effort, the collaboration, the growth, the success of yet another year at Middle Dural Public School.

This year:–

- our students have accomplished impressive results in NAPLAN yet again with our Reading scores notably above the state average and individual student growth attained across all areas for each student in Year 5.
- They have boosted their writing skills through our Whole School Literacy Program. This involved daily journal writing activities to promote writing fluency, and the introduction of the Six Plus One Writing Traits which assists students and teachers to analyse, formulate and critique quality writing across all learning areas and for all purposes.
- Our students have been introduced to the concept of Abstract art in Term 1 and been made aware of a great many famous artists, including female Australian artists in Term 3, through our Whole School Arts Program. This unique program has seen our students develop an increased confidence and ease in their approach to art, being more open to experimenting with the various elements of art, and discussing, critiquing and justifying decisions made.
- They have participated in a Colonial Day incursion, a visit to Pioneer village, a Bathurst visit for our seniors, book Week Celebrations around Australian story eras and research to lead up to our 125 yr celebrations. All this as part of the mandatory introduction of the new History Curriculum.
- Our students have produced their Science Design Tasks as a culmination to the Term 2 unit on Products. The Egg Drop Assembly was a fun and well attended event. They have also enjoyed a visit from the Zoomobile learning about aboriginal culture and some of our native animals. And select students in years 3 and 4 attended an Enrichment Day at Longneck Lagoon Environmental Centre.
- They have entertained our Mothers at a special Mothers' Day Assembly and our Fathers at a fun STEM challenge assembly especially for Fathers' day.
- Our students have enjoyed Squash lessons through Sporting Schools Australia and participated in PSSA sports. They collaborated with Hillside Public School for many of our sporting and social events, developing strong connections and interactive skills that will greatly assist them as they move on to High School.

On a daily basis our students have experienced quality teaching in their classrooms, attuned to the individual needs of each and every student.

Throughout all of these happenings:–

- our staff continued the implementation of Building Learning Power within the school through researching and developing ways to integrate this into daily classroom practice, still maintaining student awareness and importance of these skills.
- We implemented the new History curriculum through collaborative planning and professional learning, aligning with our 125 year celebrations. We have also been familiarising ourselves with the new Geography curriculum being implemented in 2017, through Professional Learning sessions along with aboriginal perspectives to curriculum.
- Our staff have been involved in LMBR training, changing the finance and student welfare systems within the department. And have been trained in OLIVER, the new library management system that kicks off next week.
- We applied to Bendigo Bank for a grant to create our Story Nook. This was kindly granted, our library Story Nook looking resplendent with its magnificent wooden shelving and brightly coloured mat and boards.

On a daily basis our staff delivered quality, differentiated instruction across all areas to meet the needs of each and every one of our individual students.

For all of your efforts... Mrs Moss, Mrs McLennan, Mrs Urio, Mr Tyszyk, Bec Mills ... I thank you.

Our Parents have shown support for the students, staff and school throughout this year in many ways. The involvement in our Hang Out With Kids Session was a fun way to connect with our Kids and share parenting ideas. It was also wonderful to share our stories over a meal together.

Our Christmas in July event was a mammoth task that brought in outstanding results. Such a fun and well-organised

night, was run so smoothly due to dedication and experience. A really wonderful part about this event was the involvement of a number of past Middle Dural families within the sub-committee itself.

The 125 yr Celebration/ Birthday Party was a truly magnificent day that came together because of the hard work put in by the steering committee and backed up by all of our wonderful families. It was great to see older brothers and sisters, grandparents, husbands and wives of members and staff all pitching in to make this fabulous day a memorable one. The feedback from the community and past students and teachers has been nothing but positive and highly complementary. Isn't it amazing what we can achieve when everyone pulls together!

I would like to acknowledge our P&C committee members for their enormous contribution this year. Ian McArthur, Torie Cannon, Deidre Groffski, Mary Ameduri, Jennifer Maait and Mel Hayes. I thank all of you sincerely for your strong support of Middle Dural School.

We say goodbye to three families whose last child is leaving Middle Dural School this year. Some of you have been here since the beginning and others found us later on. Whichever it is, we are glad that you did find us and that you became a part of the Middle Dural Community. We bid you farewell and wish you success and happiness in the future.

Being a part of Middle Dural is about pulling together and supporting each other. Your children gain a unique learning experience at this school with strong individual support and leadership opportunities not always afforded at larger schools. Your support is important. For this to be maintained we need to work together at building this community and sharing our values with those around.

Message from the students

We have both found this year to be really enjoyable and exciting as School Captains. A year full of many different opportunities, all of which we considered, took on board and gained so much from.

We participated in multiple events starting with the leadership camp in Term One. This was a three-day camp in Vision Valley, in which we made many friends and learned lots of skills that helped us during our year as Captains.

In March this year, Stage 3 went to Galston High School to participate in a Sports Leadership Day, where we learned how to instruct younger children in sports. Here we also developed many useful skills to help us in our year as Captains. The year five students also learned skills to help prepare them for next year.

During term one, Stage 3 also went to Bathurst for a camp. This camp included many activities including gold panning, a trivia night and a trip to Scenic World. We also enjoyed the Bathurst Sheep and Cattle Show, where we were shown many different types of animals that you can find on a farm.

Early this year we had our Colonial day. Two humorous men came along and taught us about the European settlers that came to Australia and colonised it. They taught us about the rough journey they endured and the multiple places that they stopped at. Hillside Public School also came along and enjoyed this presentation with us.

In Term Two the Year Six students went to Parliament House to learn about the experiences of other leaders and sports players. It was an honour to see Parliament House itself and we would like to thank Matt Keen for organising this event.

Early this Term 3/4/5/6 and some Year Two students went to an Oz-tag Gala Day at Hayes Oval. As we didn't have enough students to make full representative teams in all the divisions, we decided to join with Hillside Public School enabling us to field 4 teams— a senior girls team, a junior girls team, a senior boys team and a junior boys team. We had some tough competition, but in the end we all had a great time while improving our skills and teamwork.

Perhaps the most memorable event of this year was our School's 125th Birthday. Many past and present students attended this event and we all had a lot of fun, whether it was on the inflatable objects, or eating cake. We also sang a song called 'Return to the Origin', and danced along to another called 'Better When I'm Dancing'. Overall, all of us enjoyed this very successful event.

Last week we had the Zoo Mobile visit our school thanks to Emelia's fine artistic effort in a banner competition. Rod showed us some native Australian animals, and Col sang some remarkable Australian songs. They also showed us some Australian artefacts including the digeridoo and some traditional Aboriginal boomerangs.

Those were some of the most memorable events of this year. We'd now like to thank certain people for helping our school. Firstly, thank you Mrs. Garemyn, who came along and helped us with pottery classes. We really appreciated her coming and helping us and the display on the wall looks fantastic. We'd also like to thank Matt Keen, who helped organise many leadership events for us and we'd like to thank Hillside Public School, for participating in a lot of our events with us, and for letting us see their play.

Thank you Mr. Tyzsyk for keeping our grounds clean and looking so great; for assisting us with management of our equipment, as well as keeping us safe here. We'd also like to thank the scripture teachers for coming every Wednesday and teaching us about scripture. And we'd finally like to thank our wonderful teachers for helping us through this year and teaching us many great skills that we will need throughout our lives.

Year six would like to present the school with 3 Spheros, which are spheres that you can control with an app, that we can download onto our school iPads to further develop our coding skills. We hope this gift will help the school and boost the fantastic education that is provided here.

Thank you, Rachael & Cameron

School background

School vision statement

Inspiring and promoting a dynamic learning community equipped with 21st Century skills, while enhancing the well-being of all and instilling the desire and capabilities to seek life-long learning.

School context

Middle Dural Public School is a small school set in the semi-rural area of north-western Sydney that provides a harmonious and inclusive learning environment. Set on hectares of beautiful grounds we are proud to be in our 125th year of education. Our school caters for a diverse range of students coming largely from middle to high socio-economic groups with 24% of students having a language background other than English.

Open communication and teamwork are evident among students, teachers and parents within this school. Our planning for a whole school focus on selected areas reflects a strong and inclusive ethos, which is nurtured through positive practice and collaborative approaches and informed through continuous feedback.

Our productive partnerships with the Small Schools' Learning Alliance, as well as our Community group of Schools, provide valued interactions and connections between students through sporting, public speaking, the arts and leadership events. This forum also provides invaluable staff connections through shared professional learning and collegial collaboration.

Our school's successful learning programs are delivered by professional, dedicated teaching staff supported by excellent technological resources. Our teachers are committed to valuing and developing the individual needs of each student.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Through many dedicated staff meetings, involving all staff, we examined the school plan in line with the School Evaluation Framework, reflecting on progress made across the school as a whole and determining necessary modifications and areas of professional learning along with our acknowledged strengths.

In the domain of Learning the school has continued its strong focus on *Learning Culture*, *Wellbeing* and *Curriculum and Learning*. Developing student learning capacities through Building Learning Power, making expected behaviours clear and explicit through PBL and having high expectations of student achievement has resulted in the development of a positive and supportive learning culture to improve student engagement and learning. Our positive approach to a Whole School focus in specific aspects of curriculum has promoted this supportive learning environment through select pairings and groupings of students, in a culture that celebrates student effort and achievement. This is more than evident in observing student interactions within the classroom and playground—students acknowledging positive peer learning involvement and attempts, and celebrating individual successes. PBL strategies have impacted positively on student behaviour with the language and values being reflected in conversations with students, teachers and parents. BLP capabilities are embedded in daily activities and impact on student involvement and learning and their confidence, developing a growth mindset in our students. Students are involved in discussions around progress and guided in ways to move forward. Learning is differentiated to meet the needs of individual students; thinking is made visible for students through modelling and shared classroom practice.

In the domain of Teaching our focus has been on *Effective Classroom Practice* and *Collaborative Practice*. Classroom programs were discussed and shared among staff at regular meetings and in consultation with the Principal. Collaborative discussions guided programming and classroom practices, organisation and methods. PDPs provided a vehicle to ensure reflective teacher practices. Professional Literature circles, shared teaching practice and the

involvement in quality professional learning have continued to provide opportunities for teachers to analyse, share, evaluate, reflect, discuss and determine best practices in teaching.

In the domain of Leading the school's focus has been on *Leadership* and *School Planning, Implementation and Reporting*. 2016 saw leadership opportunities increase for our student leaders as they were given a greater input to our PBL reward systems within the school, giving the student body a greater say. Leadership opportunities for teaching staff occur regularly in our small school environment as teachers take on additional acquired responsibilities, and are strongly supported by all staff members. Building the capabilities of staff and students to create a dynamic school learning culture underpins our school vision.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Fostering an inclusive learning culture to promote academic growth and well-being.

Purpose

To foster a safe, inclusive learning community promoting tolerance, respect and a sense of belonging where students are active participants and are prepared to take considered risks in their learning.

Overall summary of progress

The continuation of our school-wide focus on Positive Behaviour for Learning (PBL) and the Building Learning Power (BLP) program has ensured a cohesive and supportive Teaching/Learning environment. This successful approach to Student Wellbeing and Learning Culture delivers consistency of language and behavioural expectations across the entire school. The revising of our Student Welfare Policy was necessary to ensure alignment of our procedures with PBL and BLP programs.

The four learning capacities introduced within BLP were revisited with the introduction of training in the use of the Teacher Palette. This encouraged teachers to bring the capacities to the attention of students throughout every lesson daily. Students have demonstrated greater knowledge in the direction of, and ways to improve, their learning– as shown by the increased student usage of the metalanguage raised through BLP.

The establishment of the Story Nook within the Library has created a pleasant, secluded area within the Library, which is utilised by students for quiet reading and group sharing.

Strong collegiality amongst staff through the many aspects and happenings this year, demonstrated the genuine support and collaborative nature of our workplace while providing solid consistent modelling for all students.

The Tell Them From Me surveys were utilised to assist with feedback but highlighted that many aspects of this information could not be used due to our small grade cohorts. Focus group discussions amongst students, and then parents and staff supported the ambient feeling within the school promoting well-being and conducive to academic growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">A whole school approach to Building Learning power is embedded, providing students with opportunities to connect, succeed and take responsibility for their learning.	<ul style="list-style-type: none">A greater emphasis on students guiding and leading the rest of the school through PBL.Use of the Teacher Palette in BLP to assist student use of capacities in learning is evident in classroom delivery.Reviewed Student Welfare Policy in line with PBL and BLP.	Teacher release \$500 Story Nook \$5000 grant Welfare prizes \$600
<ul style="list-style-type: none">Student achievement data demonstrates all students are meeting expected levels in Literacy and Numeracy.	<ul style="list-style-type: none">School-based assessment in 2016 demonstrated growth along the Literacy and Numeracy continuums for all students.Tracking in PLAN indicated expected growth for students reflecting individual learning needs.	

Next Steps

- Continue to support staff to consistently meet the behavioural and emotional needs of all students.
- Continue to address Quality Teaching practice to ensure differentiation of learning for all students.
- Maintain BLP awareness and focus for staff and students.
- Ensure continuity of cultural awareness and tolerance through programs and specific focus days eg Harmony Day.

Strategic Direction 2

Delivery of high–standard educational practices across the school.

Purpose

To ensure the delivery of high quality pedagogies that are explicit, continuous and learner–centred through the engagement of all staff in professional learning, exceptional shared practice and collaborative planning at a whole school level.

Overall summary of progress

Professional Learning is essential to promote and ensure the delivery of high standard educational practices across the school. Teachers are involved in Professional readings, collaborative ventures, and pedagogical discussions as well as course attendance both online and face–to–face. The regular release of Australian Curriculum syllabuses determines curriculum PL needs school–wide. History and Geography were on the agenda for 2016.

The continuation of Professional Literature Circles, both within and between schools, allowed for pedagogical discussions around best practice and the introduction of new skills, which were utilised within the classroom. This then promoted further discussion around change and continuity of processes and practices.

Shared teaching practice continued to provide an avenue of pedagogical discussion and collaborative input around best teaching practice. The 2016 focus was the Six Plus One Writing Traits and the embedding of the Building Learning power Teacher Palette into everyday practice. This resulted in a collaborative marking schedule and analysis of student writing; the sourcing of a suitable rubric for student use in determining their path forward; structured lessons in the traits of writing across the whole school. The use of the Teacher Palette in BLP highlighted the connection between the four learning capacities and the need for the teacher to make this visible in all learning.

The formalising of LaST meetings and processes ensured a shared approach to, and understanding of, student support. This determined where there was a need for student accommodations within the classroom or supplementary programming or SLSO support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Professional Development Plans demonstrate that all staff members have high levels of contemporary content knowledge and teaching practices, and use evidence–based strategies.	<ul style="list-style-type: none">PDPs are developed and utilised by all staff for reflective practices to determine the direction for self improvement.PDPs are reviewed in consultation with Principal allowing for a shared vision and support as needed.Programs are regularly reviewed, shared and discussed to ensure alignment with the school plan and NSW syllabus requirements.	iMaths online access \$200 Teacher Release \$500
<ul style="list-style-type: none">The school has embedded explicit systems for collaboration and shared teaching practice to drive school–wide improvement.	<ul style="list-style-type: none">Staff meetings and collaborative planning incorporated current trends and pedagogy determined by readings and syllabus introductions. Discussions were frequent around such practices and is shown in programs presented.PL meetings address areas of determined need.Planned shared teaching practice sessions were developed to introduce each of the writing traits followed by collaborative marking sessions.	

Next Steps

- Ensure a focus for shared teaching practice is determined at the beginning of each year to drive school–wide improvement.
- Continue Professional Learning for all Australian Curriculum and the use of the Teacher Palette in BLP.
- Continue the Professional Learning connection with our neighbouring small school to maximise the diversity of

input.

- Align reports with the new syllabus outcomes/ indicators in line with the Australian Curriculum.

Strategic Direction 3

Connecting learning in an integrated, dynamic and holistic way.

Purpose

To develop 21st Century capabilities, essential for future success through differentiated delivery of Australian Curriculum in a learner-centred, capacity-building approach.

Overall summary of progress

Teaching for the Australian Curriculum focus for 2016 has been the implementation of the History Syllabus along with an introduction to the new Geography syllabus at a staff level. Professional readings, combined schools staff meetings and involvement in adobe connect sessions around both of these areas ensured staff were up to date in their knowledge and expectations for the differentiated delivery of these syllabuses within our multi-stage classrooms.

The involvement of all staff in Professional Learning around the use of Creative and Critical Thinking within the classroom demonstrated a valuable link to our Building Learning Power program, reinforcing many aspects and providing new insights for teachers.

Staff and students continued to develop their skills in the use of ICT as a learning tool within the classroom. The establishment of a lunchtime coding club on Thursdays engaged a number of students from K–6 in computer programming activities. This was a student-led activity under the support and guidance of our SLSO. All students participated in the “Hour of Code” challenge presented in 2016.

The delivery of parent information sessions ensured an understanding of our approach and encouraged support in our efforts. The use of See Saw to document and reflect on student learning was continued and parents given access as a means of additional reporting on student progress.

The continuation of the student-centred approach to Visual Arts continued to empower students to select, examine, analyse and discuss their art. Students were more comfortable in their choices, experimenting with media, style and methods used, thereby taking responsibility for their own learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in teacher and student confidence in the effective use of ICT to support learning.	<ul style="list-style-type: none">• Staff meetings around Making Thinking Visible and use of ICT.• Introduction of Coding Club.• Continuation of See–Saw and classes linked.	Teacher Release \$500 Reading Eggs Program \$540 STEM Resources \$250
Curriculum delivery integrates technology, the use of Higher Order Thinking Skills and differentiation of the curriculum.	<ul style="list-style-type: none">• Shared teaching ideas for Making Thinking Visible• All teachers attended Minds Wide Open 3C's course.• Continue student centred approach to Visual Arts in terms 1 and 3• Science Design and STEM activities enabled students to take responsibility for their learning and involved Higher Order thinking skills.	

Next Steps

- Expand Coding Club to target more students
- Continue parent information sessions to reflect syllabus changes and surveyed needs.
- Familiarise and train all staff in the use of Google Apps in the classroom.
- Prepare students for NAPLAN online.
- Review of ICT capabilities for NAPLAN readiness.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<ul style="list-style-type: none"> • Increased confidence in spoken and written language. • Growth in Literacy and Numeracy achievements as evidenced on PLAN and school-based assessment. • Greater independent learning. • Increased positive peer relations. 	\$2421.64
Low level adjustment for disability	<ul style="list-style-type: none"> • Learning support needs determined in consultation with class teacher/ parent. • Safer playground behaviours through social skills training. • Improved tracking of students and parent communication– NCCD • Accommodations/ SLSO support for individual needs. 	\$2280.00
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Shared teaching practice within our own and among our neighbouring small school, along with collaborative planning sessions has resulted in confident classroom delivery of new curriculum. • Principal Professional rounds– classroom observation 	0.01 teacher time
Socio-economic background	<ul style="list-style-type: none"> • Full attendance at all excursions/ incursions. • All students able to access online literacy/numeracy programs resulting in improved skills across all learning. • Equal opportunity. 	\$1380.20

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	18	17	16	14
Girls	13	14	12	7

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	94.3	80.3	93.5
1	98.1	94.9	86.7	90.9
2	92.7	98.2	85.2	96.5
3	96.5	95.7	92.3	92.3
4	93.3	94.9	88.7	96.8
5	95.3	96	95	87.2
6	91	94	83.7	93.9
All Years	95.1	95.2	86.9	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Parents notify the school when a student is away. If no contact has been made, office staff ring home on the second day of absence. Parents are required to provide a written reason for absence upon the student's return to school. Doctor's certificates are required if the absence due to illness extends beyond the two days. If no written explanation has been received upon student return, a verbal request is made. This is followed up two days later with a formal request stating dates of absence.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.1
Other Positions	0.01

*Full Time Equivalent

Middle Dural Public School has no Indigenous employees within the current workforce.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Ongoing Professional Learning is essential to ensure Quality teaching and the wellbeing of every student. Professional Learning is determined by departmental requirements, priorities outlined within the school plan and personal teacher needs.

All staff participate in 5 Staff Development Days each year to ensure compliance training is maintained and the needs of new curricula and school plans are met. Each year a staff development day is assigned to the Galston Community of Schools and one for our Small Schools Learning Alliance to allow collaboration between schools.

Our 3rd Strategic Direction around dynamic teaching and connecting learning was the focus for all three staff members to attend the "*Minds Wide Open*" course, involving attendance at the one day course and further professional readings. Our staff also orchestrated and participated in an iTunes U course in "*Making Thinking Visible*". This encouraged enriched experimentation with our iPads as teachers worked through the activities suggested over the term.

Strategic Direction 2 , around Quality Teaching, saw the introduction of "*Six Plus One Writing Traits*". This involved many aspects of Professional Learning from Professional Readings, Shared Teaching Practice, Collaborative Planning, assessment and discussions, and collation of valuable resources to assist implementation. This was an ongoing PL throughout the year.

The BLP Teachers' Palette aligned with our 1st Strategic Direction around learning culture and wellbeing. The introduction of this came through professional readings and shared teaching practice.

In addition to the above practices, our school invited Hillside to participate in a Professional Literature Circle to further enrich staff discussions. This in turn led to the combining of our schools for staff meetings around the implementation of the new Geography syllabus.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- Spending was kept to a minimum due to the introduction of LMBR (new finance system) introduced to the Dural network of schools in 2016.
- Classroom resources were updated in 2015 in preparation for this.

Income	\$
Balance brought forward	11 089.15
Global funds	37 392.23
Tied funds	9 559.53
School & community sources	6 685.50
Interest	282.33
Trust receipts	0.00
Canteen	0.00
Total income	65 008.74
Expenditure	
Teaching & learning	
Key learning areas	493.58
Excursions	2 006.50
Extracurricular dissections	3 518.44
Library	2 175.50
Training & development	281.92
Tied funds	8 334.99
Short term relief	54.11
Administration & office	9 380.12
School-operated canteen	0.00
Utilities	7 842.31
Maintenance	1 751.72
Trust accounts	0.00
Capital programs	0.00
Total expenditure	35 839.19
Balance carried forward	29 169.55

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	71 897.62
(2a) Appropriation	69 479.93
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	2 278.99
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	138.70
Expenses	-42 421.50
Recurrent Expenses	-42 421.50
(3a) Employee Related	-21 609.01
(3b) Operating Expenses	-20 812.49
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	29 476.12
Balance Carried Forward	29 476.12

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The above financial statement exhibits an accurate view of the school's operations and cash balances.

This has been prepared in accordance with directions issued by the Department of Education.

Proper accounting records have been maintained.

The canteen is P&C operated. We do not have a library or building fund.

I am not aware of any circumstances which would render any particulars in the above financial statement to be misleading or inaccurate.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	426 090.65
Base Per Capita	1 514.96
Base Location	0.00
Other Base	424 575.69
Equity Total	17 283.93
Equity Aboriginal	0.00
Equity Socio economic	1 380.19
Equity Language	3 421.65
Equity Disability	12 482.09
Targeted Total	0.00
Other Total	1 027.21
Grand Total	444 401.79

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy

As the number of students sitting these exams at Middle Dural Public School, in both Years 3 and 5, is under ten, the statistical limitations are evident. As such figures and graphs are not included in the My School Website nor presented here as directed by the Department of Education and Communities, to avoid any identification of individual students.

Student Growth in Learning is evident in NAPLAN testing through monitoring the individual gains for each student from Year 3 to Year 5. In Literacy our students showed significant growth in each area with 100% of students showing greater than expected growth in Reading. An average scaled score growth of 130.5 was achieved by our school in Grammar and Punctuation compared with 76.3 for the state, and

103.9 in Reading compared to 80.1 for the state.

Numeracy

As the number of students sitting these exams at Middle Dural Public School, in both Years 3 and 5, is under ten, the statistical limitations are evident. As such figures and graphs are not included in the My School Website nor presented here as directed by the Department of Education and Communities, to avoid any identification of individual students.

Student Growth in Numeracy was also evident through NAPLAN testing with all students making significant gains. The average scaled score growth was 93.9 for our school compared with 91.7 for the state.

Parent/caregiver, student, teacher satisfaction

In 2016 Middle Dural parents, teachers and students were surveyed on two occasions to gauge their opinions and reflections on the performance of this school. A comment book was also available throughout the 125 year celebrations for Community responses.

Responses from all parties were extremely positive.

Teachers found the school environment to be supportive and nurturing, promoting aspirations of quality teaching. This was also evident in our shared teaching practice and collaborative planning sessions. *"I find this method of teaching writing has refreshed my approach in the classroom."* Mrs M.

Student leaders commented on the feeling of empowerment provided by their role in delivering Gold Card rewards alongside the teachers and in having a greater input into peer activities. The student body also reflected during circle time their feelings of inclusion and being appreciated by other students. *"We all come from different backgrounds but we all seem to get on so well."* –CM *"I haven't been in a school where everyone is so nice and welcoming."* – ES

There is a general consensus from parents that the school is nurturing and responsive to student needs. Parents appreciate the openness of the staff and the willingness to discuss issues as they arise. *"The communication and sense of belonging is excellent."* –GS *"Academically, emotionally and physically, Middle Dural is hands down the best school in the district."* –DG

Policy requirements

Aboriginal education

Professional Learning in Aboriginal Cultural Awareness was the focus of our term 3 Staff Development Day

held at Muogamarra Field Studies Centre. All teaching staff were in attendance, working collaboratively alongside other teachers from our neighbouring GCoS schools and were guided by Indigenous staff, providing deeper cultural insights. This valuable learning has enlightened and prepared staff for classroom delivery of aboriginal perspectives.

Aboriginal perspectives, embedded through most KLAs, encouraged students to think beyond their own immediate needs. Students were exposed to a variety of texts that demonstrated aspects of aboriginal culture both past and present. Our students' enriched knowledge and understanding of our indigenous people and their relationship to the land was intended to develop deeper, stronger relations.

As part of NAIDOC week, all students participated in a banner competition run by Taronga Zoo. Students designed banners to demonstrate the theme *Songlines*. This resulted in one of our Year 2 students having a winning entry. Her work was made into four official banners – two to be displayed at the zoo, one for the school and one for her to keep. The prize also included a zoo–mobile visit presented by two zoo staff members who brought along, not only native animals, but also shared stories, songs and artefacts relating to aboriginal cultural ways.

Multicultural and anti-racism education

Our study of French in LOTE is an obvious way for our students to gain an insight into a culture that may be different to their own. This helped to deliver the message of acceptance and tolerance and also opened up the students to comparisons within their own home settings.

Harmony Day was celebrated through stories, art activities and dance as students participated and shared knowledge and experiences of their cultural backgrounds. This heightened awareness of varying cultural backgrounds demonstrated to students the value of multiculturalism and how this has enriched so many aspects of our lives.

Multiculturalism is introduced through many aspects of the curriculum: through History and English by way of texts both written, and visual; through the study of arts, dance, music and drama; through varied games in PDHPE. Students not only experience the tales and traditions of these cultures but are involved in incidental and planned discussions that highlight the importance and value of other cultures and were given fresh insights into these cultures ensuring a message of anti–racism was instilled.

Other school programs

Premiers Reading Challenge

Once again, this year we had all our children enrolled in Premier's Reading challenge. All children in years K–2 successfully completed the challenge and received

certificates.

National Simultaneous Story Time

Our school joined in the fun of reading and shared stories by participating in this national literacy activity. The book "I Got This Hat" was the designated title to be read aloud. Students were attired in a variety of hats for the occasion. The many activities to follow initiated discussion around various cultures and the purpose of many hats. Students enjoyed the variety of organised art/ craft and writing activities.

Sport

Middle Dural has continued to offer a wide range of sporting activities throughout the year. At Middle Dural we believe that offering our students a variety of sporting opportunities is vital in providing our students with positive physical education experiences which will lead to a healthy attitude to active living. Our students participated in daily fitness activities, P.S.S.A competitions, weekly Physical Education lessons and in-school sporting competitions, as well as special sporting activities provided by experts outside of the school.

Middle Dural Public School has continued its long association with Hillside Public School and Annangrove Public School by once again combining forces to enjoy competitive and encouraging sporting carnivals—Swimming in Term 1, Cross Country in Term 2 and Athletics in Term 3. All students are encouraged to be involved in these sporting carnivals. From each carnival outstanding students go on to compete at Beecroft Zone.

Our school continued to compete in sport programs outside of the school by participating in P.S.S.A in Term 3. We were able to combine with students from Hillside Public School to form teams in junior and senior competitions. Our junior and senior Oztag team performed very well at this level of competition.

Middle Dural students together with Hillside Public School students attended the School Swim Scheme in Term 4 to improve our swimming and water safety knowledge. Through our involvement in Sporting Schools Australia our students enjoyed a Squash program, which involved professionally trained coaches coming to our school and an excursion to the squash courts for real life experience.

Whole School Programs

Whole School Literacy

The 2016 Whole School Literacy focus was on the "Six Plus One Writing Traits" to improve student approach to writing across the whole school. Being able to split the school into three groups of around 8 to 9 students allowed for a greater focus on individual needs. As part of this program students were also required to write daily entries in their journals— sometimes working freely, other times responding to stimulus or exercising one of the traits. Teachers found this a valuable approach and particularly benefitted from the

collaborative analysis of writing.

Whole School Visual Arts

Term 1 saw a study of Abstract Art and Term 3 a study of famous Australian Female Artists. Students were able to use their knowledge of the elements of art to discuss their values on the art samples displayed. Students then responded through their own artworks guided by the very principles discussed with their art buddy group. Some exceptional, individual art works were created.

Whole School Science

Our Term 2 topic was "Products and Practices" with the design task being an Egg Drop Challenge. This was enjoyed by all, as students presented their packaging designs to the whole school, and then at a later date to our parents at an outdoor assembly for Education Week. Students spoke clearly and capably around the topic giving clear explanations and justifications for choices made.

Whole School Music and Drama

Our end of year performance for presentation night was a dramatization of the Roald Dahl classic "The Giraffe, the Pelly and Me". All students were involved in planning, auditioning and singing for various roles. The performance itself was indeed impressive. Students K–6 also performed Christmas Carols outside Bendigo Bank at Galston as a community contribution. A selection of 8 to 10 songs were presented and rehearsed with all students participating. The students received much praise for their behaviour as well as for their angelic performance.

125 Year Celebrations

We commenced this celebratory year with a visit from "The Journeymen". Students from Hillside PS joined us for this presentation with staff and students wearing colonial dress. Students learned about Australia's early years by way of narrated and dramatized stories, and song and dance. A shared excursion in September saw both schools again join forces for a visit to Pioneer Village in Wilberforce where students saw some artefacts of early days in the life of our settlers. In-class our students discussed aspects of History relating to way of life in the past and changes that had occurred.

Our actual birthday celebration was held in September involving community members past and present. Students performed for our visitors and a history room was set up showcasing schooling in the olden days. A birthday cake was cut by our youngest student along with one of the oldest past students attending on the day. Comments from the school community both past and present praised many aspects of our school and the event itself reflecting on happy times and connecting with old friends.