

Duri Public School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Duri 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.

Craig McDonald

Principal

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Message from the Principal

Duri Public School continues to provide opportunities for students and building lasting relationships between the school and the community. This year we welcomed Miss Bayley who was appointed through merit selection at the beginning of term two. We also welcomed Mrs Sarah Steele who was initially appointed in a relieving capacity as School Administration Manager and more recently made permanent.

There were many outstanding events and achievements during the 2017 school year including:

- The Night of the Notables for Years 3–6.
- CAPERS
- The girls softball team played in the State quarter finals.
- Integration of ICT skills across curriculum areas especially in research, coding and robotics.

Our school is extremely fortunate to have wonderful support from our parents which ensures that our students participate in many activities. The parents make time to support many events including assisting on excursions, helping with preparation and transport of our students to attend numerous social, cultural and sporting events. I sincerely thank them for their assistance and acknowledge the important role they play in making these events possible.

I have been very proud to be the Principal of Duri Public School. I work with are extremely professional and dedicated staff who work tirelessly to provide a quality educational with an ongoing focus on improved student learning. Couple this with a great bunch of students and supportive parents and community members and you can understand why I feel lucky to be finishing my career in education at such a wonderful school.. I wish the school continuing prosperity and excellence in all it strives to achieve.

Thank you,

Craig McDonald.

Message from the school community

2017 started with some big changes for our P&C. We began in March with a completely new executive committee. We are very fortunate that Delphi and the P&C executive of previous years left us in such good shape and were available to provide much needed support during the transition.

The primary role of our P&C is fundraising and it's important to remember that everything we earn directly benefits our school and our children. This year we ran various fundraisers to help support our school.

These included:

- Mother's and Father's day stalls
- 2 pie drives
- 2 Bunnings BBQs
- 2 raffles
- Bective and Regional Athletics carnivals and
- The election day BBQ

Our Gross earnings for the year were \$21876.72

I'd like to thank all the parents, staff and other community members who have helped out at these fundraisers. This year we have contributed \$10438 to the school for the benefit of our staff and students

This includes contributions to:

- Both the junior and senior class excursions
- The library and computers
- The excursion fund
- Swimming lessons including extra days and extra instructors
- The World book subscription and
- A 5000 gallon water tank off the COLA which will be installed early next year.

This funding significantly reduces the costs for all families and allows our kids extra opportunities they otherwise may not get.

The P&C are also involved in many other aspects of the school and this year we have been on selection panels for the SAM position and both new teaching positions as well as working with the school to introduce the new junior girls uniform options and the new sports uniform

I would sincerely like to thank everyone who has attended P&C meetings and events this year especially Sam Stokes, Charmaine Kesby and Natalie Crittle who have taken on lots of extra duties and made my job as president so much easier.

I'd like to also thank Craig McDonald and congratulate and wish him well for his retirement. I look forward to working with the new principal to continue the great work that Craig has started.

To the year 6 students and their families that are leaving this year I'd like to say thank you for your contribution to our school and I wish you well for the future.

I wish everyone a safe and happy holiday and look forward to seeing you all next year.

Message from the students

I am Isabell Kesby and I have been the Duri Public School Captain this year. It was an honour to receive this position last year. I have been at Duri since Kindergarten in 2011. My first school friends were Molly and Sarah, and 7 years later, they're still my friends.

My story starts in Kindie: I jumped out of the car and hopped straight onto the bus. I forgot to say goodbye to my parents. I was so keen to get to school. Ms Johnston was my teacher for K,1 & 2. She taught me many songs and we did some amazing art together. She was funny and full of life, except when you got on her bad side. Wow! Could she YELL!

Then I started the best four years of my life. (I was told to say that by the way. You can guess who!)

Fortunately, in Year 3, I spent most of my time with Mrs Smith. She was fabulous. Mr McDonald was too scary for me at this time.

Out of nowhere, Year 4 arrived. I was in the big class now. I knew I had to be perfect. I'd only been in trouble a few times. How would I survive? I did! I was enjoying all the jokes and he really is a big softie.

Year 5 came too quick. I was getting used to Mr Mac, all his yelling and screaming. I thought my eardrums had burst! Just joking. Year 5 and 6 were the best years of my primary schooling. I had many responsibilities and many opportunities to excel. Fortunately, I was selected in the North West Girls Softball Team in Years 5&6 to compete at the State Carnivals at Camden and Lismore. This was a great opportunity to represent our small school at such a major event, and particularly this year, when I received a medal for the "Most Valuable Player" in our Team for the Carnival.

Thank you Mr Mac for your passion in softball to allow us that opportunity.

Thank you Mr Bellis for teaching me everything about technology over the past four years.

Throughout my time here at Duri Public School, I have been given many opportunities to be involved in extra-curricular activities – zone and regional athletics, swimming champions, music, choir, capers, dance festival, spelling bees, major excursions to Sydney, Canberra and the coast – just to name a few. Although we are a small school, we certainly do not miss out on fantastic educational, sporting and social development opportunities.

I would like to thank the school, especially Mr McDonald and his amazing staff for all their hard work helping the Year 6 reach their full potential.

And, look at us here now, about to leave. I never actually imagined this moment, but being here right now, on this stage, it feels AMAZING. Because now we can farewell each other, and take the first big step together. But will they be ready for us? Guess we'll find out soon! Have a wonderful Christmas everyone. We will make you all proud at High School. Thank you.

My name is Blake Christie. As most of you know, I have been School Captain of Duri Public School for 2017. I have had the pleasure of being at Duri Public School for seven years, starting in 2011. In that time I have had six teachers helping me through those important years.

I can remember first starting school and meeting Alex, Issy, Molly and Sarah, who are still in Year 6, and are still my friends. Shadrach, or 'Shaddy-Bear', came in Year 1 and is a good friend, along with Will. Breanna came in Year 2. I remember on one occasion when Shaddy and I were wrestling in the sandpit in Year 1, when I tried to tackle him and he escaped by knocking my two front teeth out. Boy! Did it bleed! Shaddy-bear was big enough then to carry me to the office.

Miss Johnston was my teacher in K/1/2. I got heaps of rewards because I was a good kid (then). Year 3, Mrs Smith was waiting for me with a mountain full of books to read. Then along came Mr Mac. He had some great lines: "Year 6 was the best four years of his life". Another one I remember is, "Smarter than the average bear, hey boo?". I had a great time dodging work. At least I now have the 'Mac advantage'.

School background

School vision statement

Our vision at Duri Public School is for students to be provided with a quality education that will inspire their love of learning. We aim to provide students with academic, cultural and sporting opportunities. At Duri Public School we strive to use best practices to improve student learning. We embrace change and believe in leadership for every staff member and student.

All staff ensure that our students are equipped with 21st century skills which will enable them to reach their full potential and become successful and responsible citizens in a diverse global society.

School context

Duri Public School is a small rural school situated 20 kms from Tamworth.

The school community has the benefit of being located close to a regional centre which promotes opportunities for physical and human resources to support the education of our students.

Duri Public School is committed to providing a shared learning approach with other small schools in the Tamworth Small Schools cluster.

The staff is experienced, professional and committed to providing quality educational programs to meet all students needs. The school provides a range of opportunities to extend learning experiences so that our students can achieve in a variety of academic, sporting, cultural and social activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In the Domain of Learning every child at Duri Public School is known, valued and cared for. Teachers are committed to nurture, guide, inspire and challenge our students. The needs of all students are explicitly addressed in PLP's. Teaching and Learning programs describe what all students are expected to know, understand and do.

In the Domain of Teaching Duri Public School Teaching staff respond promptly to students work, checking for understanding and providing feedback. Teachers maintain orderly classrooms and create a positive environment. The school provides professional learning that improves the practise of all teachers.

In the Domain of Leading the Principal undertakes staff performance and development reviews for teaching and non teaching staff. Duri Public School plan aligns to student and system priorities and ensures responsiveness to emerging needs. The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review , self-assess and report performance annually.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

For all students to be innovative and independent learners.

Purpose

To deliver a 21st century learning environment that provides opportunities to encourage students to become creative and critical thinkers, self-directed learners with a love of learning.

To build student capacity in problem solving and team work with the skills to collaborate and contribute to society.

To ensure all students are attaining their highest possible levels in literacy and numeracy.

To create learning environments that foster resilience and perseverance in learning, equipping students with skills to cope with a rapidly changing world.

Overall summary of progress

Collaborative School Alliances and networking saw staff participating in targeted professional learning. Staff closely monitor school assessment to ensure that evidence based data is used to track student development. Focus on enhancing numeracy and literacy programs K–6 including the use of technology. We employed:

- A specialist technology teacher for one day a week to improve staff and student's computer skills.
- A specialist numeracy and literacy teacher to work with small groups to improve reading and numeracy skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School programs address the needs of identified student groups.	\$1750.00	.Duri Public School continued to focus resources this year in the area of Information, Communication and Technology through the integration of skills across all stages in Maths and Literacy. Children in the senior class can plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for the correct audience and purpose while making appropriate choices. Children through cyber safety lessons can recognize and discuss issues related to the responsible use of digital communication. Children in Stage 2 and 3 can readily compose increasingly complex print, visual, multimodal and digital texts in various formats for the correct audience. . This can be seen in research projects and more complex presentations using <i>Smart Notebook</i> software. Curriculum use of Google Classroom is used as a means of communicating contract work with the senior class.
Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.		Individual and negotiated learning programs to engage learners. Working closely with HSLO supporting families with strategies for good attendance, including individual attendance plans where required.
Evidence of growth in Year 3 and Year 5 NAPLAN assessment at or above state levels.		Whole school focus on Literacy and Numeracy. Employment of additional staff to work with groups of students in the area of literacy and numeracy. Staff reviewing and sharing strategies for quality

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of growth in Year 3 and Year 5 NAPLAN assessment at or above state levels.		literacy and numeracy programs

Next Steps

To continue monitoring student achievements and differentiate the curriculum to meet the needs of all K–6 students.



Strategic Direction 2

To support teachers and students to attain the highest possible educational outcomes.

Purpose

To support the professional growth of teachers through sustained attention to 21st century learning skills by lesson design, development of whole school programs, assessment and tracking on the K–12 continuum.

To ensure teachers take a shared responsibility for student improvement and contribute to a learning culture through the observation of each other's practice.

Overall summary of progress

Increased professional learning about consistent teacher judgement, feedback and formative assessment. School wide organisational structures put in place to collect, track and monitor student achievements. Established active partnerships and working collaboratively to ensure continuity of learning for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Documentation of teacher understanding and support of the annual performance and development cycle.	\$6000.00	Employment of additional staff with a focus on Literacy and Numeracy K–6. Regular team meeting to discuss groupings and appropriate teaching and learning strategies in literacy and numeracy. Updated literacy resources. Staff attendance at appropriate professional learning.
Teachers differentiate curriculum delivery to meet the needs of individual students.		Literacy and Numeracy data reflects excellent growth: <ul style="list-style-type: none">• Year 2 Average growth in reading over 10 months was 10 Benchmarked reading levels• Year 2 Average growth in Spelling age over 10months was 18 months.

Next Steps

To continue monitoring student achievements and differentiate the curriculum to meet the needs of all students K–6.

- This school initiative continues to allow best practice embedded into daily routines and support all students K–6.
- All staff will continue to negotiate their PDP learning goals and professional development will be linked to support these goals.



Strategic Direction 3

To develop effective partnerships between the family and the school.

Purpose

Effective partnerships between the family and the school are vital for the continued success of students to improve and achieve. This relationship is based on trust and mutual respect.

The school acknowledges families are the first educators of young people and are a significant influence on young people's growth, development and educational success.

The school values parents/carers to taking an active involvement in their child's education while informing them of any concerns with the child.

To increase community support of our students through effective partnerships between the family and the school.

To create opportunities for students by developing a learning and working community to achieve their goals and lead successful lives in the 21st century.

Overall summary of progress

- Parents, the community and the school work together on many successful projects eg Annual Duri Boat Race and Regional Athletics Carnival and Bunnings BBQ
- Community attendance at school events continues to be strong and supportive eg Currabubula Art Show, Grandparents Day and working bees involving the community to improve the school's appearance
- Combined to partner Currabubula School to form softball teams to compete in NSW PSSA Knock-Out.
- Participation in the annual Currabubula Art Show.
- Combining with the Duri P & C and Duri Progress Association to enhance fundraising opportunities
- Bective schools – Currabubula, Somerton, Attunga and Duri joining together to run cross country, athletics and swimming carnivals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Initiate collaborative relationships with other small schools to expand professional learning opportunities.		Share sporting expertise across small schools network. Teacher professional learning to support quality teaching.
The school is recognised for its excellence in building relationships as a result of its effective engagement with members of the local community.		further enhancing communication with newsletters available in both digital form and hard copy. Introduction of PayPOP enabling parents to access online notes and payment facilities. The staff continues working with the school community at several functions during the year. Events such as the Trivia Night, the Regional Athletics Carnival, the Boat Race and Parent/teacher evenings has emphasized their importance of working together as a team for the ultimate benefit of the students

Next Steps

Consultation re continued focus on community and school working together on school and community initiatives.

Continue to communicate and ensure parents involvement in student learning and school events.

Ensure staff commitment in attending community events that support our students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5489.60	<p>The school continues to focus on improving poor attendance by following up with Home School Liaison Officer, home visits and educational support from the Learning and Support teacher.</p> <p>The school has been able to ensure that all students have the opportunity to participate in all school activities and extra-curricula events.</p> <p>Employment of Literacy and Numeracy specialist teacher K-6.</p>
Low level adjustment for disability	\$1985.37	<p>Employment of Literacy and Numeracy specialist teacher K-6.</p> <p>Employment of teachers and SLSO to support individual students' learning needs. Staff and SLSO's work as a team to develop strategies and make adjustments to be implemented. for these students.</p> <p>Development of tracking sheets to track students progress and in addition to record all other aspects of the educational support provided including interagency assessments.</p>
Socio-economic background	\$6145.41	<p>Decrease class sizes through the employment of Literacy and Numeracy specialist teacher K-6. Pre and Post data collections ensures support is focussed and explicit.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	14	20	19	18
Girls	18	20	22	21

Student attendance profile

School				
Year	2014	2015	2016	2017
K	84.4	97	93.5	94.1
1	90.2	82.5	96	91
2	93.5	92.9	87.7	94.5
3	90.9	100	94.6	93.7
4	82.1	92.7	98.9	100
5	88	96.3	94.1	91.4
6	94.6	92	94.5	91.3
All Years	88.5	91.2	93.1	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Class sizes

Class	Total
LOWER1	21
UPPER1	19

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.29
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.88
Other Positions	0

*Full Time Equivalent

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	0

Professional learning and teacher accreditation

All teaching and administration staff undertook mandatory and targeted professional learning. A wide variety of differentiated professional learning was offered in response to the implementation of Professional Development Plans (PDP). These included:

- CPR
- Anaphylaxis Training
- Child Protection
- WHS Induction
- NAPLAN Analysis
- Autism Spectrum
- Plotting student progress in PLAN onto Data Walls
- School Excellence Framework
- Sport Coaching

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	56,934
Global funds	87,828
Tied funds	86,817
School & community sources	11,509
Interest	911
Trust receipts	4,852
Canteen	0
Total Receipts	191,916
Payments	
Teaching & learning	
Key Learning Areas	7,474
Excursions	7,736
Extracurricular dissections	30,364
Library	1,075
Training & Development	2,230
Tied Funds Payments	68,552
Short Term Relief	2,635
Administration & Office	26,718
Canteen Payments	0
Utilities	11,011
Maintenance	7,007
Trust Payments	5,966
Capital Programs	8,700
Total Payments	179,468
Balance carried forward	69,382

The information provided in the financial summary includes reporting from 11 October 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	76,973
Appropriation	69,382
Sale of Goods and Services	227
Grants and Contributions	7,363
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-38,760
Recurrent Expenses	-38,760
Employee Related	-32,192
Operating Expenses	-6,568
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	38,212
Balance Carried Forward	38,212

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	419,278
Base Per Capita	6,266
Base Location	1,655
Other Base	411,357
Equity Total	47,556
Equity Aboriginal	10,979
Equity Socio economic	12,291
Equity Language	0
Equity Disability	24,286
Targeted Total	38,090
Other Total	3,365
Grand Total	508,289

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

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.

Due to small cohort size in both Year 3 and Year 5, graphs are unable to be published,

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data..

Parent/caregiver, student, teacher satisfaction

Their responses are presented below;

Parent Survey about Learning – Most parents:

- believe staff are dedicated and focused on improving student outcomes;

- continue to support the schools focus on Information Technology and the employment of a specialist technology teacher;

- support our school initiative which sees small groups of students accessing quality literacy and numeracy programs

- are proud of our school and the many opportunities and balanced education the students receive.

Student Survey about Learning

- Students feel well supported, in their learning, by all teachers.

- All students believe it is extremely important to not interrupt others learning.

- Over 85% of students believe they are encouraged to do their best.

- All students believe it is extremely important to show respect to others including staff and parents.

- Over 70% of students feel they have improved in the area of reading and maths.

Staff survey about Learning

- All staff are committed to differentiated learning that supports all students needs.

- Staff share a variety of teaching strategies to cater for all learning styles. and collaboratively plan together where appropriate.

- Staff indicated that they want ongoing professional development in these two areas.

- Strongly committed to the development of the whole child



Policy requirements

Aboriginal education

Aboriginal Education is integrated into all Key Learning

Areas.

This year we went to Timbumburi Public School and participated in Sharing Cultures program providing students with a deeper understanding and appreciation of Aboriginal Cultures.

All students have PLP's developed in consultation with the families.

Teaching and learning programs are differentiated to ensure Literacy and Numeracy student learning is maximised.



Multicultural and anti-racism education

Our teaching and learning programs are designed to recognize cultural significance and diversity are an important part of students learning. The students developed an understanding of the similarities and differences of each country's traditions, customs and celebrations. Harmony Day saw 40 orange balloons symbolically tied to our school fence as a acknowledgement and recognition of the cultural diversity in our country.

Other school programs

School, Family and Community working together

Our school has a strong focus and commitment to the belief that a great school sees the parents and staff working together to achieve a dynamic school community supporting all students in their learning. We began 2017 welcoming our new school captain's into their leadership roles.

- The students entered the Tamworth show with their creation 'Syd the Spider' made from pumpkins grown in the school garden.
- Our Biggest Morning Tea and Grandparents Day is celebrated each year with the school community to raise funds for Cancer Research.
- The school successfully won a grant and purchased a Pro Wise Pete which has seen some outstanding interactive learning opportunities.
- Parent Teacher evenings were well supported.
- The school community collected food, clothing and other items to parcel up and donate to support fire victims in local areas.

- The 'Night of Notables' saw children researching and making displays about the many Noble Prize Winners. This project culminated in an excellent evening where parents listened to oral presentations about their research.
- The school produced a new Information Booklet available to all families.
- Kinder Orientation Days were held in Term 4 to introduce the 2017 students to staff and school routines. Students attended school each Thursday over a period of a month.
- Major Excursion to Sydney for senior students enabled the students to learn about our state capital both past and present.
- Harmony Day was celebrated with a delicious lunch featuring foods from different countries.
- Our annual working bee was once again well supported with over 40 parents, staff, student and friends working hard to maintain our beautiful grounds.
- The school was well represented at both the Duri ANZAC Day ceremony and at the Tamworth March.
- Students participated in the Small Schools 'Currabubula Art Show and the Tamworth Show.
- Our school choir performed at community occasions such as Duri Carols by Candlelight and visits to local Nursing Homes.
- In 2017 we were involved in the CAPERS Festival held at the Tamworth Regional Entertainment Centre .
- Another very successful annual Pet Day was held with a great variety of animals attending, including a very confident pony at the classroom door
- the children did a fabulous job dressing up and participating in the 'Snail Race'.
- The children created a poster and won \$3500 in the Unearth education poster competition. These funds have and will be used for excursions.

Sport Achievement Duri continued to be very successful in all sporting endeavours during 2017. We:

- employed a qualified, specialist gymnastics teacher to run a 5 week program for all students.
- are continued our commitment to ensuring that we develop all students' skills, confidence and sportsmanship. We do this by being involved in a wide range of daily fitness activities, access to specialist coaches in tennis, swimming, gymnastics and softball.
- participated in 'Learn to Swim' program which had a focus on stroke correction.
- The school participated successfully in District and Regional PSSA events .Each year we participate in the Bective Tamworth Zone and North West carnival in swimming, cross country and athletics.
- We ensure the students have the opportunity by providing a well-rounded sporting program.
- Duri and Currububua formed a softball team which finished 6th in the State Competition