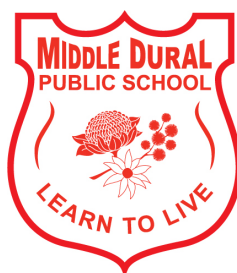


Middle Dural Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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

As 2018 comes to a close we have an opportunity to reflect upon our achievements throughout this very busy year determining what a positive and successful year it has been for all.

The forming of our Small Schools Learning Alliance saw four geographically close small schools re-kindle an alliance, with a view to expanding our social mix for students, staff and community as well as provide opportunities for sharing resources and learning opportunities across our schools. Feedback from students, staff and parents has strongly supported this move, deeming it to be of excellent value to all parties. Our alliance brought us two main events for students. The first our OBSTACOOOL Day; the second, our Writers' Festival. Annangrove, Arcadia, Hillside and Middle Dural combined to prepare and plan for these events ensuring optimum outcomes for all students.

Our sporting carnivals were shared throughout the year with Hillside and Annangrove allowing for further social opportunities, a healthy competitive spirit and a sharing of the workload across the schools.

Hillside and Middle Dural being of similar size are supportive of each other, having shared excursions/ incursions together, PSSA and K–2 sporting activities in Term 3 along with regular shared staff meetings for Professional Learning.

In Term 2 students in Years 3 and 5 sat the NAPLAN test. While we are unable to ever share our scores due to the small size of our cohorts, what is impressive, and a far more meaningful measure of success in our eyes is the significant growth made by individual students from Years 3 to 5 and years 5 to 7. Thank you to all members of staff for your amazing efforts in making sure our students are focused and extending themselves to meet new goals.

This year our school was one of a number of schools across the state chosen for external validation— a very exhaustive and time-consuming process for such a small school but with a very positive and successful outcome.

We were given the opportunity to discuss our judgement around practices and processes and the evidence that underpins them with a panel of peers. Our evidence sets in Student Wellbeing at MDPS, Building Teacher Capacity and Community Engagement demonstrated a school that was not only delivering in all areas but in many areas deemed to be Sustaining and Growing. It was agreed that in the areas of Student Wellbeing and Use of School Resources we were indeed excelling.

This year we have achieved positive growth in enrolments. We have welcomed a number of families this year and look forward to an increased Kindy intake next year. This will see our school numbers return us to the status of a two-teacher school providing us with an extra part-time teacher with which to share the load and enrich the learning opportunities for our students.

Successful Years don't just happen! They are the outcome of so many people interacting, supporting, assisting, planning, caring and doing! Firstly I thank the tireless efforts of our Middle Dural staff for everything you do to support this beautiful place and everyone in it. I also wish to thank each and every parent for the part you play in the educational development of your children and our amazing P&C who work tirelessly and harmoniously behind the scenes.

Ann Mills (Principal)

Message from the students

This year has been a jam-packed year for me as School Captain. Firstly leading and cheering our swimmers at our Combined Small Schools' Carnival. Next was Leadership Camp where we had a blast at Vision Valley, meeting new people and having fun in the activities designed to help with our leadership skills.

In the first holidays it was Anzac day, where we laid a wreath and read part of a poem to a very large audience. I was nervous but knew it was my job.

In term two we hosted the Cross Country Race and the three schools had a fun day, racing and cheering for their school. Then we had an Obstacool Day where Hillside, Arcadia and Annangrove came to our school for a fun day of teamwork and activities. In term three we enjoyed the writer's festival at Arcadia public school where we met Dr Cameron Stelzer and learnt tips around how to make a book. After that was the Athletics Carnival with Hillside and Annangrove. We enjoyed a variety of activities including running races and ball games, while the little kids enjoyed fun activities in the centre of the oval. We couldn't forget to thank the P&C for organising some of the best events this year.

Badminton was a hit with all students. We enjoyed lessons over two terms. Years 5 and 6 attended a Senior Camp at Milson Island on the Hawkesbury River. It was a three day camp where we experienced a range of outdoor activities. The School Captains' Morning Tea at Sydney Parliament House was a very important event.

And then in the blink of an eye it was term four! Most students were part of the Swimming Scheme. Everyone there did

their absolute best learning to improve their swimming ability and to become more aware of safety around water. In Term 4 we held our incoming captain's speeches. The three speeches delivered by the candidates were outstanding! I loved their speeches! And I wish them all the best for 2019. It is such an inspiring position to hold.

Term 4 always sees the school participating in a whole school drama production. This year is no exception. We hope you enjoy tonight's performance. Throughout the year, Year 6 have raised money for a gift for the school. This year's amount of \$557.40 will go towards purchasing sound equipment to improve the quality of our productions. I would like to thank Harry from Dural Music Shop for providing last minute sound supplies and support in our time of need.

Arthur (School Captain)

School background

School vision statement

Inspiring and promoting a dynamic learning community equipped with 21stCentury 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 have been delivering quality education for more than 125 years. 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

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of :

LEARNING The school's self assessment is consistent with the evidence presented in five elements and is validated using the School Excellence Framework. It was indicated that in this domain our school is not only Delivering but Sustaining and Growing across four of the elements and In the element of Wellbeing, the evidence presented indicates the school is operating at the Excelling stage.

Our strong focus on Wellbeing and the building of a positive learning culture has created a school where every student feels valued, respected and that they have the opportunity and support needed to succeed.

Our whole school approach to much of our curriculum provides continuity and consistency of learning across the school, while catering for the needs of individual students. The underpinning of all activities by our Positive Behaviour for Learning (PBL) and Building Learning Power (BLP) programs has ensured a greater focus and connection with learning where students are responsive to, and supportive of, the needs and attainments of each other.

Frequent conferencing with teachers assists students to understand exactly where they are at in their learning and what is required of them to move forward. Knowing that teachers have high expectations encourages a more active, considered and focused approach to learning.

TEACHING The school's self assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. It was indicated that in this domain our school is not only Delivering but Sustaining and Growing in two of the four elements.

Our experienced and dedicated teachers deliver planned and quality teaching guided by our school plan, NESA

requirements and student needs while meeting the Australian Professional Standards. Teachers develop and conference around their PDPs to improve all aspects of their role within the school. This is aligned to school priorities as outlined in the school plan as well as teacher-identified needs. This information assists with the planning and undertaking of professional learning across the school. Working collaboratively across the school has ensured a deeper understanding of curriculum, classroom lesson delivery and practices and meeting student needs while building professional capacity. It has also been of value through the alignment of assessment tasks and procedures and consistency of judgement when marking/assessing.

Shared Teaching Practice has been a way to support and mentor within our school (and across schools) and to try new research-based ideas while receiving planned, focused and constructive feedback to improve further teaching. The combining of our small schools for Professional Learning has broadened perspectives of staff members, provided fresh ideas and views as well as an opportunity to connect with same-stage teachers. Our focus on quality Professional Learning has provided opportunities for our staff to analyse, share, evaluate, reflect, discuss and determine best practices.

LEADING The school's self assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. It was indicated that in this domain our school is not only Delivering and Sustaining and Growing, but Excelling in the element of School Resources.

Leadership is about inspiring, motivating, serving, managing, creating and team-building on a journey of continuous improvement. At Middle Dural, frequent feedback from students, parents and staff through surveys, meetings, informal chats, social media and emails provide the information to determine steps and directions needed to be taken for this continuous improvement to occur.

The creation of a new school plan resulted from an input from all parties- students, parents and staff- as we work together to create the best possible learning environment for our students. Judicious use of funding is vital to meet the needs and requirements of our students to facilitate quality learning experiences in a small school environment. Teachers ensure this plan is utilised by aligning their programs and classroom practices to the plan and documenting this. Leadership opportunities are shared among staff- a regular happening in a small school as teachers take on numerous additional responsibilities and positions.

The planning and tracking of expenditure is monitored through the use of the milestones, ensuring that the plan is considered in all spending and that spending is tracked. A close liaison between the Principal and the SAM ensures a smoothly running school.

Our self-assessment and the external validation 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

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 Middle Dural Mindset Project saw the reinforcement of student learning power through the introduction of Mappen using the Habits of Mind. Students have embraced this and continually noted the connection with Building Learning Power and its application across all KLAs. Feedback from parents was extremely positive as they witnessed the use of strategies and language used by their children.

The Inclusive Community Project saw the union of four small schools to create the Small Schools' Learning Alliance. This resulted in shared excursions, incursions, sporting events and professional learning opportunities allowing students and teachers to positively connect in a wider and more diverse learning environment.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| <ul style="list-style-type: none">The school collects and uses data to monitor and refine a whole school approach to well-being and engagement to improve learning. | Staff release \$800 | <ul style="list-style-type: none">Student data analysis assisted in the creation of an Action plan for PBL in classroom and playground settings to inform directions for following year.Circle time feedback indicates ownership of individual learning and recognition of achievements of self and peers. |
| <ul style="list-style-type: none">Positive, respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the whole school. | Welfare prizes \$600 Writers' Festival Resources \$175 MAPPEN \$365 Planning T Release \$1800 Resources \$220 | <ul style="list-style-type: none">The Small School's Learning Alliance has bonded the four small schools through shared learning experiences.Students value Visible Thinking in the classroom as it is actively promoted daily across all KLAs.Using Habits of Mind to link with Learning Power has assisted in positive respectful relationships and student wellbeing. |

Next Steps

- Continuation of the Middle Dural Mindset Project to broaden approaches to Visible Thinking.
- Continue to support staff to consistently meet the behavioural and emotional needs of all students.
- Support new teaching staff to adopt aspects and values of the Middle Dural Mindset Project.
- Strengthen the commitment and streamline the processes that will ensure the continuation of the Small Schools' Learning Alliance.

Strategic Direction 2

Delivery of high–standard educational practices across the school.

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to support and accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

The formation of the Small Schools' Learning Alliance has enriched Professional Learning and the delivery of educational practices within the school. A culture of collaborative professional learning both within and between schools allowed for pedagogical discussions around best practices and the introduction of new skills which were utilised within the classrooms.

Researching informed pedagogy led to an awareness and greater understanding of Formative Assessment and its application within the classroom. Research into the teaching of Writing skills had all staff attend a course on Seven Steps to Writing. This was later compared to our existing research into Six Plus One Writing Traits and aspects of Talk for Writing. Commonalities around best practices were noted and discussed at our own school level. A scope and sequence was modified resulting from this.

Professional Learning was undertaken by two staff members providing insights into the new Learning Progressions. This will assist teachers and students to determine next steps in learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| • Increase the number of students demonstrating above anticipated individual growth in Literacy/Numeracy K–6. | \$5529 | • Analysis of school–based and external data showed increasing numbers of students performing at or above anticipated individual growth. |
| • Culture of collaborative PL established across the Small Schools' Learning Alliance, to build capacity of all staff focusing on evidence–based practices. | \$4654 | • Established use of Google Drives across schools to share professional knowledge/resources. • All staff attended PL arranged by SSLA. |

Next Steps

- Further PL on using the Learning Progressions within the classroom, and linking with the syllabuses.
- Further modifications to all Scope and Sequences
- Expanding use of shared drives and Onenote for programming and tracking.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Low level adjustment for disability | \$1647 | <ul style="list-style-type: none"> • Accommodations/SLSO support for individual and group needs. • Safer playground behaviours • Parent meetings NCCD– shared responsibility for support at school. • STLA– assisting and planning for support |
| Quality Teaching, Successful Students (QTSS) | \$3852 | <ul style="list-style-type: none"> • Employment of additional teacher time resulted in forming two classes over four days per week. This allowed for greater individual student planning and support. |
| Socio–economic background | \$2449 | <ul style="list-style-type: none"> • Full attendance at all excursions/ incursions. • All students accessing online Literacy/ Numeracy programmes resulting in greater student engagement and improved skills across all learning. • SSLO support given |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2015 | 2016 | 2017 | 2018 |
| Boys | 16 | 14 | 15 | 13 |
| Girls | 12 | 7 | 8 | 8 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 80.3 | 93.5 | 94.8 | 90.3 |
| 1 | 86.7 | 90.9 | 95.3 | 93.7 |
| 2 | 85.2 | 96.5 | 87.1 | 94.3 |
| 3 | 92.3 | 92.3 | 92.9 | 90.5 |
| 4 | 88.7 | 96.8 | 93.8 | 95.5 |
| 5 | 95 | 87.2 | 97.8 | 93.6 |
| 6 | 83.7 | 93.9 | 87.4 | 85.4 |
| All Years | 86.9 | 93.2 | 92.8 | 92.1 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| 3 | 94.1 | 94.2 | 94.1 | 93.6 |
| 4 | 94 | 93.9 | 93.9 | 93.4 |
| 5 | 94 | 93.9 | 93.8 | 93.2 |
| 6 | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94 | 94 | 93.9 | 93.4 |

Management of non-attendance

- Class rolls are marked by the classroom teacher daily on EBS Central.
- Parents usually 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. A doctor's certificate is required if the absence is due to illness and 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 (if no response) with a formal request stating dates of absence.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 0.58 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.9 |

*Full Time Equivalent

Middle Dural Public School is committed to providing Indigenous Australians with every opportunity to undertake employment as they arise. In 2018 we had no Indigenous employees within the 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 | 0 |

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 individual identified teacher needs.

All staff participate in 5 development days each year to ensure compliance training is maintained and the needs of new curricular and school plans are met. Our link with the Small Schools Learning Alliance allows for teacher collaboration, encouraging professional discourse. Our study of Formative Assessment was completed with two sessions early in Term One.

PL in Habits of Mind delivered through MAPPEN, aligns to our first Strategic direction providing an inclusive learning culture to assist academic growth and well-being. Professional Learning staff meetings were also held around the connections between Habits of Mind, Growth Mindset and Building Learning Power and how these are made visible within our school setting.

Professional Learning in Learning Progressions was undertaken by both staff members this year and aligns clearly with our second strategic direction around quality teaching. Teachers undertook individual learning in the use of G Suite to assist collaborative planning and sharing of resources and programs. Training was also undertaken to assist with the implementation of the New Best Start Program.

Oliver Training to assist staff with Library management was undertaken through a number of sessions this year.

A large portion of Professional Learning occurred through our preparation and involvement in an external validation.

Principal and SAM were heavily involved in learning and working with new changes occurring in finance and

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 51,172 |
| Revenue | 409,166 |
| Appropriation | 397,642 |
| Sale of Goods and Services | 0 |
| Grants and Contributions | 11,157 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 367 |
| Expenses | -370,350 |
| Recurrent Expenses | -370,350 |
| Employee Related | -334,612 |
| Operating Expenses | -35,738 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 38,816 |
| Balance Carried Forward | 89,987 |

Due to the classification of a one-teacher school, school finances were utilised to employ additional staff to ensure two classes were formed over four days per week, increasing this to five days per week in term four with the arrival of six new students. Funding was also used to ensure the office ran smoothly and students were supported through the employment of additional SASS.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 365,139 |
| Base Per Capita | 4,447 |
| Base Location | 0 |
| Other Base | 360,691 |
| Equity Total | 15,940 |
| Equity Aboriginal | 0 |
| Equity Socio economic | 2,449 |
| Equity Language | 1,938 |
| Equity Disability | 11,553 |
| Targeted Total | 0 |
| Other Total | 3,859 |
| Grand Total | 384,938 |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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 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 Years three to five.

In Literacy, our students demonstrated growth in every strand with **100%** of students showing greater than expected growth in Grammar and Punctuation, achieving an average scaled score of **86.95** compared to the state average scaled score of **68.31**.

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 to avoid any identification of individual students.

All students showed growth in Numeracy with **60%** achieving above expected growth. Our school achieved an average scaled growth score of **96.33** compared to **93.14** for the state.

The *Premier's Priorities: Improving education results* underpins all planning and implementation of learning experiences at Middle Dural PS. Although individual growth is evident, to report progress on this may identify individual students and as such is inconsistent with privacy and personal information policies due to the small cohorts sitting NAPLAN.

Parent/caregiver, student, teacher satisfaction

In 2018 Middle Dural parents, teachers and students were surveyed to determine thoughts and opinions about our school and to assist with future planning directions. Responses from all parties were extremely positive.

Projects undertaken as part of our strategic directions were deemed by all parties to be of great value.

The Mindset Project ensured consistency across the school of our core values as parents, students and teachers shared a deep understanding and practice of this.

The Inclusive Community Project saw the uniting of four small schools in the Small Schools' Learning Alliance. This was again well embraced by all parties as they recognised the value in collaborative ventures for both students and staff.

–"I feel supported in my learning because my friends help me and care for me." (LK ... student)

–"This school is so welcoming." (EB ... student)

–"Sharing the workload is fantastic." (SM ... teacher)

"Expansion of knowledge and ideas shared can reinforce that we are on the right track." (JE ... teacher)

"More opportunities for children to work together." (TC ... parent)

"Increases diversity of Kids" (DG... parent)

Policy requirements

Aboriginal education

Aboriginal perspectives, embedded through most KLAs, encourage students to think beyond their own immediate needs. Our Visual Arts Unit on Identity gave us a wonderful insight into Cultural identity, particularly that of our Indigenous Australians. This was further supported through our MAPPEN unit on Identity allowing for opportunities for further discussion, literature studies and writing. This led to a greater understanding and rewording of our Acknowledgement of Country. Our student's enriched knowledge and understanding of Indigenous people and their relationship to the land was intended to develop deeper, stronger relations.

Multicultural and anti-racism education

Multiculturalism is introduced through many aspects of the curriculum... through History, Geography and English by way of text, both visual and written; through the study of art, dance, music and drama; through varied games in PDHPE.

A parent initiative in 2018 saw the introduction of food items from various cultures being prepared and sold through our canteen, twice per term.

Harmony Day was celebrated as students participated in many activities to develop awareness of the contribution other cultures provide to our community. Children participated in sharing of stories, songs, dance and cooking. Student discussions around their own cultural backgrounds promoted a heightened awareness of cultural enrichment and the value of multiculturalism in so many aspects of our lives.

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 to give fresh insights into these cultures ensuring a message of anti-racism is instilled.

Other school programs

Writers' Festival 2018

Our major initiative this year was the combining of our small schools in a Writers' Festival across two campuses. The Guest author/illustrator was Dr Cameron Stelzer, who conducted workshops throughout the day to stage groups. Activities throughout the day were organised to further develop the Writing and illustrating skills introduced by Dr Cameron Stelzer and provide the fun and interest to maintain student participation. This was also demonstrated by the children's desire to continue to read and source some other of his works. Resulting works were collated and displayed in our school library after first being shared with families at our school assembly. This day was so successful that a unanimous decision was made to expand upon this experience in 2019.

George's Marvellous Medicine

Middle Dural and Hillside PS enjoyed a shared excursion to view the play George's Marvellous Medicine. Students enjoyed the preparation in reading this text first in their classes and responding through various means. The follow-up was no less exciting as students shared their experiences with parents and families through assembly; dramatization. The involvement on the day allowed for first-hand experience of theatrical performance, stage management and props. Students demonstrated a greater awareness of these skills as they applied to their end-of-year performance.

OBSTACOOOL

The first activity of the Small School's Learning Alliance was to hold a combined physical fundraising activity that brought students, staff and parents together. This fun day was hosted by Middle Dural PS and allowed students to mix with a larger cohort, experience the fun of an inflatable obstacle course, participate in STEM challenges, craft activities and team-building activities. Parents were able to provide food and drink, all assisting in the raising of funds to share between the four schools.