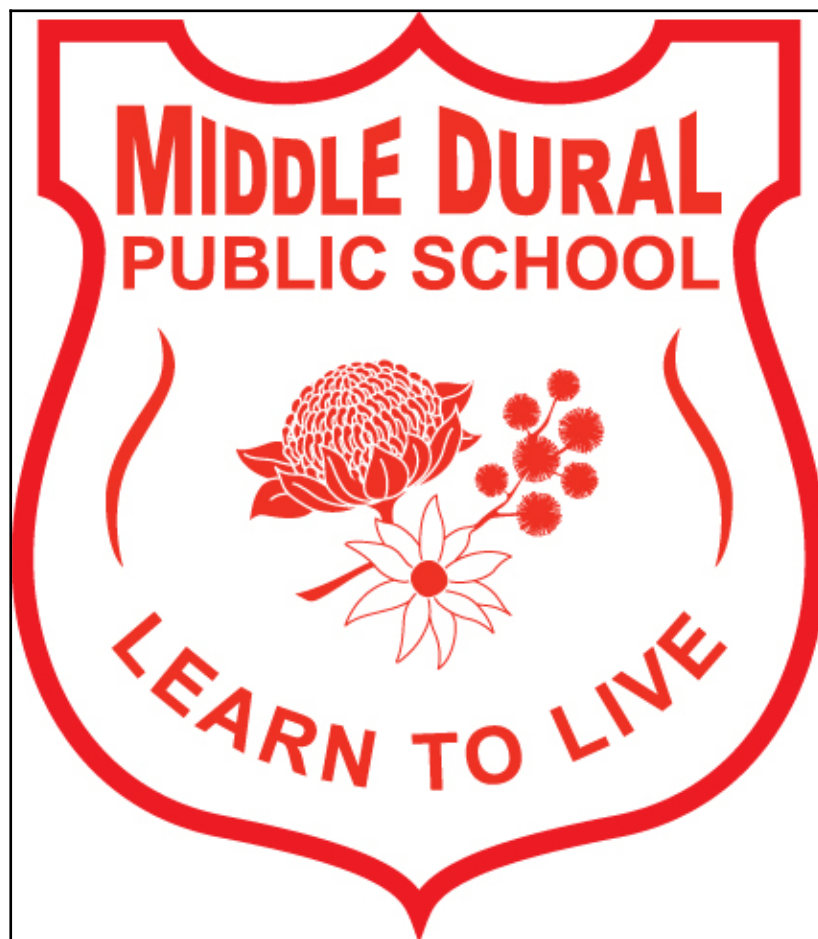


## Middle Dural Public School

### 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

When I reflect on the happenings of 2019 and comments offered by visitors throughout the year, there appears a common thread– and that is one of CONNECTIONS.

It is said that "a connection is the energy that exists between people when they feel seen, heard and valued."

We, at Middle Dural, experience many valued connections that have shaped our year.

- Our connection with Hillside, Annangrove and Arcadia, as part of the Small Schools Learning Alliance, has seen our students' learning experiences enriched through involvement in Sporting events such as the shared carnivals, PSSA sport, K–2 sports, The school Swimming Scheme and through shared excursions such as the Canberra visit, and the Writers' Festival.
- This connection with the Small Schools' Learning Alliance also greatly benefits the staff through stage meetings across schools, shared Professional Learning, networking of SASS staff and combined staff meetings.
- Our Connection with Galston High School is a long-standing and symbiotic one. Liaison both ways, to support students transitioning to High School commences early in the year and continues throughout the year and into the New Year as they settle into their new routines. We share attendances at ANZAC ceremonies and Presentation nights. Our students attended "The Wizard of Oz", a fabulous musical performance presented by Galston High students. The learning to Lead for Years 5 and 6 demonstrates yet another way we are strongly and happily connected to Galston High.
- Our newest connection is with DOORAL ELC. They have provided before and after school care making school life so much easier for some of our families. Our connection has also seen the preschool use some of our facilities such as our Library and the interactive whiteboard. Our students really enjoyed Book Week celebrations with the preschool children, reading stories to them and sharing in and guiding specific craft activities.
- Connection with parents and the broader community has afforded our students some wonderful experiences through many P&C ventures, canteen delights, special days, ANZAC ceremonies, learning to play Ukulele, and Chat with an Artist to name a few. We have a very close connection with our parents as we understand the need to be seen, heard and valued. Teachers at this school share many impromptu discussions and make themselves available before and after school whenever possible.
- Student–Teacher connections and student to student connections are very strong at Middle Dural and are guided by our PBL and our Building Learning Power. The friendship partner program assists in this along with peer groupings and art buddies. Students demonstrate this through play in mixed age groupings, support and praise for each other in the classroom, peer group activities such as Harmony Day, Whole School Visual Arts sessions.
- Connections in Learning are what is vital within the classroom. Feeling connected gives us a sense of belonging. Our students connect with real world issues every time they work through a maths investigation. Students make sense of their reading through connections as they link to their own experiences, similar texts or the real world experiences. These connections make their learning relevant and give it credibility.

"Only through our connectedness with others can we really know and enhance ourselves, and only through working on ourselves can we begin to enhance our connectedness to others."– Harriet Lerner

These connections come about because of the efforts of each and every one of us.

I thank the children for making 2019 a happy and well-connected year.

I thank all staff at Middle Dural for your untiring efforts in ensuring we deliver a planned and focused education to these beautiful children.

On behalf of everyone on staff, I would like to thank all of the parents and carers at this school for your support and confidence throughout the year.

## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

### Improvement Measures

- The school collects and uses data to monitor and refine a whole school approach to well-being and engagement to improve learning.
- 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.

### Progress towards achieving improvement measures

**Process 1:** • **MDPS Mindset Project**– Maintaining and refining a Whole School integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their learning.

Evaluation	Funds Expended (Resources)
<p>Do all students understand, recognise and demonstrate core values at MDPS?</p> <ul style="list-style-type: none"><li>• PBL data (class and playground) indicates less playground issues this year.</li><li>• Circle time comments indicates an understanding across the school of values, tolerance and respect. New students comment on how welcoming and supportive their peers are.</li><li>• Parent focus groups indicate an awareness of a supportive student body where their children are happy to attend and participate in learning.</li></ul> <p>Implications: As more students from other schools filter into MDPS we are seeing a greater number of students that do not have the background to our BLP. Therefore in consultation with staff it has been determined that next year we will revisit the introductory modules of BLP and ensure its integration into our current curriculum in each KLA.</p>	<p>Staff Release \$1000</p> <p>Positive Self Image \$520</p> <p>Welfare Prizes \$800</p> <p>MAPPEN \$520</p>

**Process 2:** • **Inclusive Community Project**– establishing a Small Schools' Community for enrichment in student learning along with increased opportunities in Professional Learning for all staff.

Evaluation	Funds Expended (Resources)
<p>Are students developing a wider social network to increase diversity and inclusivity?</p> <ul style="list-style-type: none"><li>• From circle time discussions, parent focus groups and survey responses it was established that our students value the connections they have made with the other small schools and the opportunities presented through our Small Schools Learning Alliance.</li></ul> <p>Have staff interacted and developed connections with staff from the other schools to enhance their teaching?</p> <ul style="list-style-type: none"><li>• Our inter-school survey indicated that all teachers found value in the connections made with the staff within our Learning Alliance. These connections consisted regularly of staff discussions, stage meetings across the schools, combined School Development Days and shared staff meetings and training sessions.</li><li>• Shared Google Drives have been established to facilitate the sharing of resources across schools.</li></ul>	<p>Writer's Festival \$913</p> <p>Principal Release \$850</p> <p>Teacher release \$1000</p>

## 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.

### Improvement Measures

- Increase the number of students demonstrating above anticipated individual growth in Literacy/Numeracy K–6.
- Culture of collaborative PL established across the Small Schools' Learning Alliance, to build capacity of all staff focusing on evidence–based practices.

### Progress towards achieving improvement measures

**Process 1:** • **Research Informed Pedagogy**– draw on research to develop and implement high quality professional learning with a focus on improved teaching methods in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
How has the shared Professional Learning impacted on classroom delivery of instruction? <ul style="list-style-type: none"><li>• The shared Professional Learning has made all staff more aware of the value in the use of Learning Progressions within aspects of Literacy and Numeracy within the classroom.</li><li>• Teachers have commenced the use of these progressions to guide student direction and progress in selected areas.</li><li>• Shared Professional Learning in the Six Plus One Traits resulted in the refinement of our school Scope and Sequence in English and an increased focus on Student Writing processes. This is visible in class programs.</li></ul>	SDD/ Twilight sessions_ \$534  Story Box \$99  Six Plus One crates \$393

**Process 2:** • **Small Schools' Learning Alliance** –Collaborative planning within, as well as across, schools to share expertise, resources and enrich Professional Learning.

Evaluation	Funds Expended (Resources)
Has there been an increase in the shared Professional Learning of staff across schools? <ul style="list-style-type: none"><li>• A Small School's Learning Alliance survey was sent to all staff, students and parents indicated positive feedback both within our own school and across the alliance.</li><li>• Teachers willingly work together across our schools, establishing varied means of communication eg shared drives on Google and Onenote.</li><li>• School Development Days are planned and shared amongst our alliance along with combined PL Staff meetings and training sessions.</li><li>• Principals meet regularly to determine Student Learning needs and Teacher and Principal Professional Learning needs across our four schools.</li></ul>	Principal Release \$850

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$400	<ul style="list-style-type: none"> <li>• Accommodations/SLSO support for individual and group needs.</li> <li>• In-class and small group support.</li> </ul>
<b>Low level adjustment for disability</b>	\$2410	<ul style="list-style-type: none"> <li>• Accommodations/SLSO support for individual and group needs.</li> <li>• Safer playground behaviours</li> <li>• Parent meetings NCCD– shared responsibility for support at school.</li> <li>• STLA– assisting and planning for support</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$4055	<ul style="list-style-type: none"> <li>• Employment of additional teacher time resulted in forming two classes over four days per week. This allowed for greater individual student planning and support.</li> </ul>
<b>Socio–economic background</b>	\$2131	<ul style="list-style-type: none"> <li>• Full attendance at all excursions/ incursions.</li> <li>• All students accessing online Literacy/ Numeracy programmes resulting in greater student engagement and improved skills across all learning.</li> <li>• SSLO support given</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	14	15	13	18
Girls	7	8	8	14

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	94.8	90.3	97.1
1	90.9	95.3	93.7	88.9
2	96.5	87.1	94.3	93.9
3	92.3	92.9	90.5	95.6
4	96.8	93.8	95.5	97.9
5	87.2	97.8	93.6	88.1
6	93.9	87.4	85.4	93.9
All Years	93.2	92.8	92.1	93.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	89,987
<b>Revenue</b>	536,828
Appropriation	523,410
Grants and contributions	13,096
Investment income	323
<b>Expenses</b>	-482,079
Employee related	-438,459
Operating expenses	-43,620
<b>Surplus / deficit for the year</b>	54,749

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	10,556
<b>Equity Total</b>	15,613
Equity - Aboriginal	0
Equity - Socio-economic	2,131
Equity - Language	400
Equity - Disability	13,081
<b>Base Total</b>	485,365
Base - Per Capita	4,927
Base - Location	0
Base - Other	480,438
<b>Other Total</b>	8,014
<b>Grand Total</b>	519,548

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Teachers reported a very positive year in 2019 with a strong desire to continue and expand aspects of our Learning. Teachers acknowledged that a revisiting of the principles of Building Learning Power would assist all new students, particularly with increasing enrolments.

Students reported positive reflections on their learning and involvement at Middle Dural PS. A common theme was the enthusiasm around the Writers' Festival held as part of our SSLA activities.

Parents have been extremely supportive and involved in 2019. Attendance at fortnightly assemblies showed an increase in numbers compared with the previous years. Parents have provided continual feedback around student participation and presentations by all. They felt more informed about the whole school approach to some subjects and the progression through the stages.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.