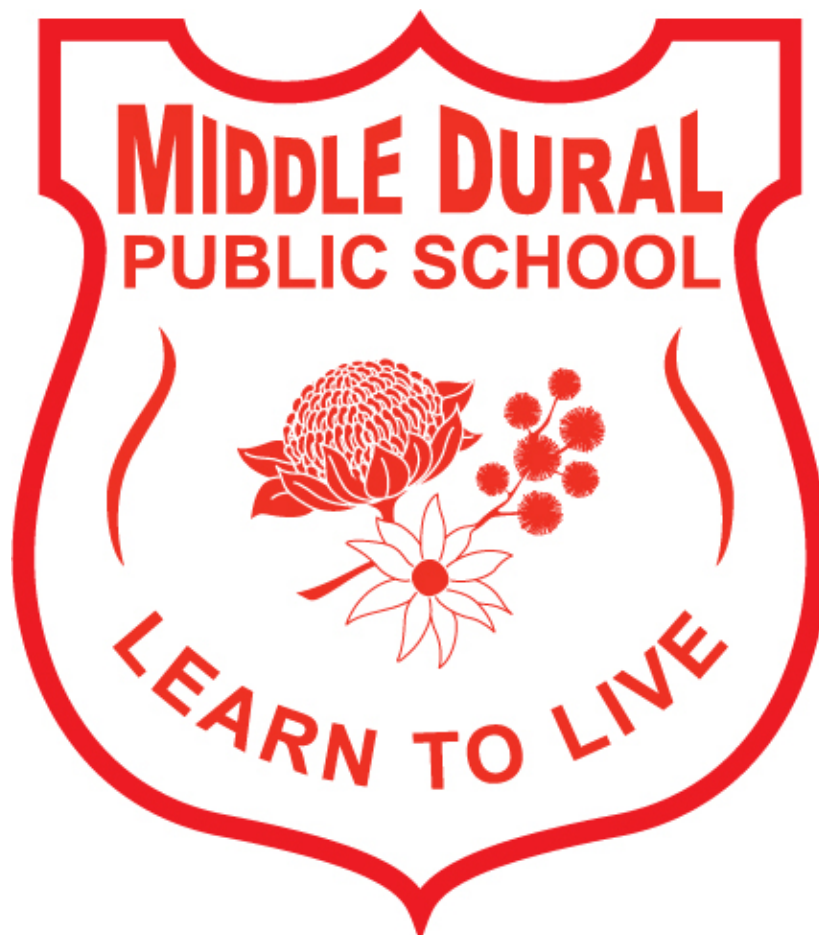


2020 Annual Report

Middle Dural Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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 almost 130 years. Our school caters for a diverse range of students coming largely from middle to high socio-economic groups with 36% 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Sustaining and Growing
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)
Students have found significant value in our "Circle Time" routines as well as being able to have "private chats" with the Principal when they feel a need.. Teachers have felt it necessary to revisit the concepts/strategies/expectations behind BLP and PBL due to the number of newer students to MDPS. Consider the purchasing of metal signs in strategic positions around the school, rather than laminated card.	Welfare resources (prizes, trophies awards etc) \$500

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)
This difficult year put a stop to the combining of schools for particular events, much to the disappointment of all. The Principals of the SSLA continued to meet appropriately and planned ahead in the hope for, and preparation of, restrictions being lifted.	

Next Steps

- Commence next year (2021) with the concept of a BOOTCAMP and a REBOOT of our Learning Power and school values as expressed through PBL and BLP.
- Continue to align SDDs and other relevant PL between our four SSLA schools - much needed after the isolation of staff in 2020.
- RE-arrange /plan for student interactions between our SSLA schools in 2021 when and where possible.

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)
A re-aligning of our Maths Scope and Sequence is required so it was decided to look at possibilities of assessment that align to the progressions. It was agreed to purchase access to A Learning Place a Teaching Place to assist with the Scope and Sequence. Implementation of Write Stuff has been most successful from all perspectives (students, teachers, parents) Students are all motivated and engaged in their writing. Teachers have noticed an improvement in the quality/ richness of texts and a willingness of students to take responsibility for and editing of their own work.	Write Stuff Resources and PL \$1803 Decodable Readers \$3750 Maths Online Teaching Resource Package \$360

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)
Met with Principal Support to discuss Situational Analysis and SIP with SSLA Principals as schools opened up after restrictions. SDD sessions were planned to continue Quality PL for all staff across our SSLA.	

Next Steps

- Continue the success of the Write Stuff across the school, training and involving all staff members.
- Share training of the Write Stuff with Hillside PS to support them as well as enrich and diversify our own Professional Learning.
- Continue to build on the strength of the Small Schools Learning Alliance through Principal's Professional meetings involving support, assistance and connections to improve and develop quality teaching in our schools.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$400	Accommodations/ SLSO support for individual and group needs In-class and small group support.
Low level adjustment for disability	\$13900	Accommodations/ SLSO support for individual and group needs In-class and small group support. Safer playground behaviours/support Parent teacher NCCD meetings- shared responsibility for support at school. STLA- assisting and planning for support
Quality Teaching, Successful Students (QTSS)	\$6126	Employment of additional teacher time to allow ability groupings across the school in Literacy and Numeracy. This allowed for greater individual student planning and support.
Socio-economic background	\$4867	Accommodations/ SLSO support for individual and group needs In-class and small group support. All students accessing Literacy/ Numeracy online programs resulting in greater student engagement and improved skills across all learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	15	13	18	24
Girls	8	8	14	14

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	90.3	97.1	94.6
1	95.3	93.7	88.9	96.4
2	87.1	94.3	93.9	89
3	92.9	90.5	95.6	94.5
4	93.8	95.5	97.9	92.8
5	97.8	93.6	88.1	95.6
6	87.4	85.4	93.9	83.5
All Years	92.8	92.1	93.9	93.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1.31
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	144,737
Revenue	556,034
Appropriation	546,847
Grants and contributions	9,091
Investment income	96
Expenses	-556,767
Employee related	-480,896
Operating expenses	-75,871
Surplus / deficit for the year	-732
Closing Balance	144,004

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.

	2020 Approved SBA (\$)
Targeted Total	11,356
Equity Total	19,167
Equity - Aboriginal	0
Equity - Socio-economic	4,867
Equity - Language	400
Equity - Disability	13,900
Base Total	503,424
Base - Per Capita	7,696
Base - Location	0
Base - Other	495,728
Other Total	11,049
Grand Total	544,996

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In spite of the difficulties presented by COVID19 in 2020, students reported positive reflections around their learning, particularly in Writing with the introduction of the Write Stuff. They said they felt more in control of their writing process and that they were learning "new tricks". Students enjoyed Investigations and problem-solving in mathematics and felt supported by having the ability groupings. Students made special mention of "Circle Time" and being able to also have "private chats" with the Principal. Overall all students said they felt safe and supported throughout their day at school.

A focus group of parents indicated that this year was difficult as parents were not allowed on site. They felt that this affected the "community spirit" in spite of efforts made by the school. They did indicate however, that they were aware of a new writing program within the school and commented on the quality of the student work sent home. Parents became more aware of their child's learning processes and were appreciative of the ability groupings for Literacy and Numeracy. They also commented on the sense of unity within the staff at the school and how this supported their children's wellbeing.

All staff were in agreeance that our new writing program should continue. It was deemed to be most successful through student engagement, involvement and production of quality work. Staff did notice a need to revisit aspects of our PBL and BLP as more students come in through the grades without having the background to these values. Staff felt valued and supported by the school community and indicated a strong positive connection with all students.

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.