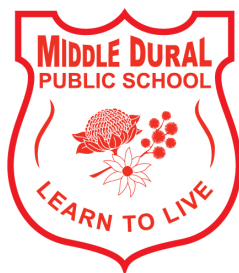


# Middle Dural Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 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

### School contact details

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## Message from the Principal

2017 has been a year of rebuilding and restructuring. Through judicious use of school funding, we were able to fund what had become a one teacher school, to employ (on the most part) two teachers. Confident in the work ethic and ability of our teaching staff, Mrs McLennan and Mrs Urio were engaged in their roles, and so, together, we forged forward with student growth and progression in learning as our goal, guided by our strategic directions.

Maintaining and guiding our school culture of support, kindness, resilience and respect is always a rocky and winding path as various blends of student dynamics emerge. The consistency of language and procedures driven through our Building Learning Power and our Positive Behaviour for Learning has assisted us greatly throughout the year, with even our assembly awards being aligned to this philosophy. The core of these programs runs through every classroom lesson within our Teaching and Learning Programs and also through our Playground management.

Our strong link with our local small schools has ensured the development of many friendships and associated social skills as we work and play together in many sporting events, particularly PSSA and each of our sporting carnivals. In 2018, this will be further pursued to plan and work collaboratively as part of the Hills/Hornsby Small School Community – students, teachers and P&C from Annangrove, Hillside, Arcadia working together with Middle Dural to advance and promote small schools providing social, learning and fundraising opportunities for all while still maintaining our own identity.

Quality Teaching and 21st Century Learning Skills has been much of the focus of Professional Learning for staff as we research new methods both individually and collaboratively, and at times alongside other schools. Staff have attended courses and entered professional learning in combined meetings around Geography, Mathematics, Student Wellbeing, Formative Assessment, ICT, and Writing. Collaborative Planning and delivery are to us a common happening, yet a “Buzzword” in the education world.

In the classroom this is presented as :

- Students involved in maths investigations to solve problems through given scenarios of real-life situations, thereby applying the skills learned in daily maths lessons.
- Students engaged in STEM activities to ASK > IMAGINE > PLAN > CREATE > IMPROVE in a collaborative setting.
- Student-centred Visual Arts that is inspired, planned, created, and evaluated while experimenting with media and style.
- Use of technology as a tool to facilitate learning rather than as an end in itself.
- Tasks with embedded assessment, providing timely feedback to promote change and improvement in student learning.
- A belief and expectation in each, and every child, that growth in learning will happen through resilient, resourceful and reflective practices by all.

I would really like to thank the students for their co-operation throughout the year; the parents and parent body (in the P&C) for their strong support and commitment to ensuring their children don't miss out; and the hard work of our SASS and teaching staff in their ever-extended roles.

Ann Mills (Principal)

## Message from the students

This year has been jam-packed with exciting activities for our school and for us as school captains. Throughout the year we have participated in multiple events starting with the Leadership Camp in Term One. This was a three-day camp at Vision Valley, in which we made many friends and learned lots of skills that was to help us in our role as school captains.

Our Swimming Carnival was held in Term One. This year we made it through to zone, area and then on to state swimming. It was a very exciting experience to be in the Olympic Swimming Pool, and to see your name on the big leader board. It was so cool.

In Term Two, students from K-6 took a field trip to Muogamarra Field Studies Centre to learn more about the Aboriginal People who first owned this land, the natural bushland around us and where the trees got their names from. In Muogamarra we learned how to erect a tent and make damper. Putting up the tent was challenging but a great teamwork skill.

In Term Three the captains went to Parliament House to learn about the roles of some of our state members. It was a wonderful and memorable experience, and interesting to watch them in the chamber arguing about the environment. We

also celebrated Book Week in Term three with Annangrove Public School, who were also celebrating their 122nd birthday. We strutted the Catwalk dressed in Book Character alongside Annangrove and celebrated with them, sharing the birthday cake.

At the start of Term 4 we participated in an Oztag Gala Day which was awesome. We joined forces with Hillside Public School to make a senior Girls Team and a Senior Boys Team, as well as a mixed junior team. Senior girls came close to the final winning two out of three games.

We have mentioned our highlights, but would really now like to thank Mr Tyszyk for always making our school look so beautiful and tidy and for helping us with the sports equipment. We also thank our Scripture Teachers for coming each Wednesday to teach us. Finally we would like to thank our wonderful teachers for teaching and assisting us throughout the year. They have taught us many skills that we will be able to apply in the future. Year 6 would like to present the school with 4 wireless headsets that will be used in future performances.

Deanna and Nick (School Captains 2017)

## School background

### School vision statement

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

### School context

Middle Dural Public School is a small school set in the semi-rural area of north-western Sydney that provides a harmonious and inclusive learning environment. Set on hectares of beautiful grounds we are proud to be in our 126th year of education. Our school caters for a diverse range of students coming largely from middle to high socio-economic groups with 24% of students having a language background other than English.

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

The examination of the School Plan in line with the School Excellence Framework was undertaken by all staff members in shared afternoon staff meetings. Through reflective practices we were able to determine where changes needed to be made and where our strengths were, enabling to build upon this further.

In the domain of Learning, the school has further enhanced the elements of *Learning Culture* and *Curriculum and Learning*, with a heightened emphasis on Student *Wellbeing*. The use of Building Learning Power developed student awareness of their learning capacities, resulting in the ownership of student learning goals involving higher expectations. A culture of supportive learning is evident through the use of peer collaborative tasks and the application of expected behaviours that are made explicit through PBL. Our whole school approach to specific curriculum areas has promoted more positive and respectful relationships across the school community where student effort and achievement are frequently celebrated. This is supported and guided by the use of Friendship partners within the classrooms as well as peer and vertical groupings throughout the school. BLP capabilities are embedded in daily activities impacting on student confidence, involvement and learning developing a growth mindset in our students. Learning is differentiated to meet the needs of individual students; thinking is made visible for students through modelling and shared classroom practice.

In the domain of Teaching, a focus on *Learning and Development* has further supported the elements of *Effective Classroom Practice* and *Collaborative Practice*. A Professional Literature Circle heightened awareness of evidence-based research around Formative Assessment. Combined Professional Learning allowed staff from Hillside and Middle Dural Schools to evaluate and utilise effective strategies for assessment, improving teacher performance and development. Teacher collaboration ensures consistency of curriculum delivery across the school. This includes strategies for differentiation and consistency of teacher judgement. PDPs provide a vehicle for professional discussions, ensuring reflective teacher practices supported by their own undertaking of individual professional development to improve performance.

In the domain of Leading, the school's focus has been on *School Resources, Leadership* as well as *School Planning, Implementation and Reporting*. Strategic financial planning and management was used to maximise resources, resulting in the recruitment of additional high quality staff to efficiently implement the school plan. There is a broad understanding of, and support for, school expectations for improved student learning across the school community. Collaborative feedback from parents, staff and students has driven our directions in planning for strategic school improvement. Leadership development is central to school capacity building. Our small school environment provides many opportunities for all students and staff to demonstrate leadership roles through PBL, Sports, Peer Groupings, Whole School Activities, Assemblies and Classroom Practice. Building the capabilities of staff and students to create a dynamic school learning culture underpins our school vision.

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

## 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

Strong collegiality amongst staff through the many aspects and changes this year demonstrated the genuine support and collaborative nature of our workplace, while providing solid consistent modelling for all students. The embedding of BLP and PBL along with regular "Circle Time" sessions, has provided students with the metalanguage and confidence to address important issues. This successful approach to student wellbeing encourages reflection, promoting an inclusive learning culture. This is demonstrated both within the classroom and in the playground as students play together regardless of age, gender or culture.

Learning and support meetings provided the vehicle for discussions around differentiation and best practice in meeting the behavioural and emotional needs of all students.

### 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"><li>A whole school approach to Building Learning power is embedded, providing students with opportunities to connect, succeed and take responsibility for their learning.</li></ul>	Welfare Prizes \$600	<ul style="list-style-type: none"><li>Use of teacher palette in BLP to assist student use of student capacities in learning is evident in classroom delivery.</li><li>Annual PBL Action Plan developed to determine directions for this year.</li><li>Student-directed approach to specific curriculum areas.</li></ul>
<ul style="list-style-type: none"><li>Student achievement data demonstrates all students are meeting expected levels in Literacy and Numeracy.</li></ul>		<ul style="list-style-type: none"><li>School based assessments in 2017 demonstrated growth along the Literacy and Numeracy continuums for all students.</li><li>Tracking in PLAN indicated expected growth for students reflecting individual learning needs.</li></ul>

### Next Steps

- Promote a growth mindset through continuation of BLP and use of Habits of Mind.
- Continue to support staff to consistently meet the behavioural and emotional needs of all students.
- Continue to address Quality Teaching practice to ensure differentiation of learning for all students.
- Establishment of the Small Schools' Learning Alliance

## Strategic Direction 2

Delivery of high–standard educational practices across the school.

### Purpose

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

### Overall summary of progress

Professional Learning is essential to promote and ensure the delivery of high–standard educational practices across the school. The continuation of Professional Literature Circles both within and between schools allowed for pedagogical discussions around best practice and the introduction of new skills which were utilised within the classrooms. The readings undertaken with Hillside PS around Formative Assessment resulted in changes in classroom practice ensuring purposeful and timely feedback that moves learners forward.

The undertaking of Online Professional Learning in the area of Numeracy, encouraged rich and lively discussions amongst staff members from both schools. This then encouraged trialling and evaluating different approaches to curriculum delivery and assessment.

Teachers aligned PDPs with the school plan in order to meet school–identified needs while satisfying personal teaching and learning goals. Conferencing around PDPs encouraged professional discussions ensuring a commonality of purpose and understanding.

### 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"><li>Professional Development Plans demonstrate that all staff members have high levels of contemporary content knowledge and teaching practices, and use evidence–based strategies.</li></ul>	\$897 Initiative Funding	<ul style="list-style-type: none"><li>Conferences with Principal around PDPs promoted shared vision and support as needed.</li><li>PDPs utilised for reflective practices around teacher personal goal setting.</li></ul>
<ul style="list-style-type: none"><li>The school has embedded explicit systems for collaboration and shared teaching practice to drive school–wide improvement.</li></ul>	\$3465 Initiative Funding	<ul style="list-style-type: none"><li>Common focus for Teacher Professional Rounds determined at the commencement of each term.</li><li>Collegial discussions following Professional Rounds leads to changes in classroom practice.</li></ul>

### Next Steps

- Continue PL with Hillside.
- Establishment of the Small Schools' Learning Alliance for TPL and student/ staff wellbeing.
- Further develop approaches to shared teaching practice.



## Strategic Direction 3

Connecting learning in an integrated, dynamic and holistic way.

### Purpose

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

### Overall summary of progress

The teaching for the Australian curriculum focus for 2017 has been the implementation of the Geography Syllabus. Professional Readings and combined schools staff meetings gave us a forum for planning and implementation of the syllabus along with an opportunity for professional dialogue. Approaches to differentiated practice within our multi-stage classrooms and the possibility of sharing resources between our two schools was a point of discussion.

Staff and students continued to develop their skills in the use of ICT as a learning tool both within the classroom and for professional growth. Professional Learning around the use of Google Apps was undertaken as a means to provide a share-point for all teaching staff between the two schools.

The continuation of Coding Club saw the engagement of a variety of students from K-6 as they participated in activities to develop coding and thinking skills and strategies.

The empowering of students to select, examine, analyse and discuss their art through our Whole School student-centred approach promotes confident thinkers who can make justified actions experimenting with media, style and methods used.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in teacher and student confidence in the effective use of ICT to support learning.	SASS staff employed	<ul style="list-style-type: none"><li>Teachers using Google Drive for individual and shared information.</li><li>Coding Club continued</li></ul>
Curriculum delivery integrates technology, the use of Higher Order Thinking Skills and differentiation of the curriculum.	Art materials \$300	<ul style="list-style-type: none"><li>Making Thinking Visible Routines</li><li>Student-centred approach to Visual Arts T2 and T3.</li><li>ICT capabilities Scope and Sequence under review.</li></ul>

### Next Steps

- Continue Coding Club- access for all students
- Purchase of robotics to expand coding skills and engagement within the classroom.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$1233	<ul style="list-style-type: none"> <li>• Increased positive peer relations</li> <li>• Growth in Literacy/Numeracy achievements as evidenced on PLAN and school-based data.</li> </ul>
<b>Low level adjustment for disability</b>	\$11301	<ul style="list-style-type: none"> <li>• Accommodations/ SLSO support for individual and group needs</li> <li>• Safer playground behaviours through training and support</li> <li>• Parent meetings NCCD</li> <li>• STLA</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$2031	Employment of additional teacher time resulting in forming two classes over four days/wk. This allowed for greater individual student planning and support.
<b>Socio-economic background</b>	\$1368	<p>Full attendance at all excursions/incursions.</p> <p>All students accessing online literacy/numeracy programs resulting in greater student engagement and improved skills across all learning.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	16	14	15
Girls	14	12	7	8

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	80.3	93.5	94.8
1	94.9	86.7	90.9	95.3
2	98.2	85.2	96.5	87.1
3	95.7	92.3	92.3	92.9
4	94.9	88.7	96.8	93.8
5	96	95	87.2	97.8
6	94	83.7	93.9	87.4
All Years	95.2	86.9	93.2	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

### 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	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

Middle Dural Public School is committed to providing Indigenous Australians with every opportunity to undertake employment as they arise. In 2017 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 Staff Development Days each year to ensure compliance training is maintained and the needs of new curricula and school plans are met. Our link with Hillside Public School allows for teacher collaboration, encouraging professional discourse.

PL in Growth Mindset aligns with our first strategic direction around school culture and was supported by our knowledge and use of BLP.

Our second and third directions around Quality teaching and 21st Century skills involving Australian Curriculum led to PL in areas such as Embedding Formative Assessment, utilising Google Docs for Teachers, Building Blocks for Numeracy and Geography.

The introduction of Oliver required our Librarian to undertake online training in the use of this management program.

SASS staff undertook further financial training to assist with budgeting in the new system.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	29,476
<b>Revenue</b>	357,674
Appropriation	342,635
Sale of Goods and Services	0
Grants and Contributions	14,704
Gain and Loss	0
Other Revenue	0
Investment Income	335
<b>Expenses</b>	-335,978
Recurrent Expenses	-335,978
Employee Related	-305,806
Operating Expenses	-30,173
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	21,695
<b>Balance Carried Forward</b>	51,172

Due to reclassification, school finances were utilised to employ additional staff to ensure two classes were created over four days per week. Funding was also used to ensure office ran smoothly by employing additional SASS.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	323,337
Base Per Capita	3,209
Base Location	0
Other Base	320,127
<b>Equity Total</b>	13,902
Equity Aboriginal	0
Equity Socio economic	1,368
Equity Language	1,233
Equity Disability	11,301
<b>Targeted Total</b>	0
<b>Other Total</b>	2,038
<b>Grand Total</b>	339,276

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.

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 Yr3 to Yr5. In Literacy our students showed growth in each area with 100% of students showing greater than expected growth in Writing and Spelling. In Spelling an average scaled score of 109.9 was achieved compared to 89.6 for the state. In Writing an average scaled score Growth of 78.1 was achieved compared to 55.1 for the state.

All students showed growth in Numeracy. This growth

was evident through NAPLAN testing although not as significant as growth in Literacy. The Average Scaled Score Growth was 83.1 which was below the state level of scaled growth at 96.8.

## Parent/caregiver, student, teacher satisfaction

In 2017 Middle Dural Parents and Teachers were surveyed to determine thoughts and opinions about our school and to assist with future planning directions. Responses from all parties was extremely positive..

Teachers found the school environment to be supportive and nurturing promoting aspirations of quality teaching. This is supported in parent comments gleaned from the survey.

–"Love the co–operation and co–ordination between teachers and classes–everyone always on the same page."

–"The school is just so welcoming!"

The student body reflected during Circle Time, their feelings of inclusion and being appreciated by other students. This is supported by another parent comment:

–"I adore the school culture, the sense of unity between such varied children, and the focus on respect."

## Policy requirements

### Aboriginal education

Aboriginal perspectives, embedded through most KLAs, encouraged students to think beyond their own immediate needs. Our combined excursion to Muogamarra Field Studies Centre with Hillside PS, provided a springboard for further exposure to a variety of texts that demonstrated aspects of aboriginal culture both past and present. Our students' 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

Our study of French in LOTE is an obvious way for our students to gain an insight into a culture that may be different to their own.

Harmony Day was celebrated through songs, stories, art and games. Student discussions around their own cultural background promoted a heightened awareness of cultural enrichment and the value of multiculturalism in so many aspects of our lives.

Multiculturalism is introduced through many aspects of the curriculum....through History and English by way of

text both visual and written; through the study of arts, dance, music and drama; through varied games in PDHPE. Students not only experience the tales and traditions of these cultures but are involved in incidental and planned discussions that highlight the importance and value of other cultures to give fresh insights into these cultures ensuring a message of anti-racism is instilled.

## Other school programs

### National Simultaneous Story Time

This year's text "The Cow Tripped Over the Moon" by Tony Wilson was well-received by our students as they participated in this national shared reading event. Students enjoyed the variety of organised STEM, Art and Writing activities. The STEM challenge was to devise a way for the cow to be able to jump over the moon. Many interesting projects were created, requiring careful and collaborative planning, trialling and modifying of the Launchpad.

### Book Week 2017 "Escape To Everywhere"

The short-listed books for 2017 provided the focus for our shared teaching practice. Individual teachers took leadership in the preparation and provision of a quality Literature Lesson ensuring a differentiated approach. The resulting work involving art, poetry and story writing, was displayed in the Library.

The actual day was celebrated in collaboration with Annangrove PS where all students strutted the catwalk "in character" for their chosen text.

### Whole School Science

The 2017 Science focus for our design tasks was "Motion". Expertise was sought from our local high school science department resulting in a hands-on morning session exploring aspects of flight. This was enjoyed by all involved and inspired some interesting test pieces.

The Design Task was handed out to all students K-6 in Term 2. The challenge was to design and make an object / toy that demonstrated motion through its moving parts.

### Whole School Visual Arts

This year's theme on famous artists saw students using the elements of art to determine the characteristics produced by particular artists. Students were able to recognise works belonging to a certain artist justifying their reasons. Students selected particular elements to practise and use in their own inspired works. Some excellent, informed discussions were held along with the production of quality work.

### Dance and Drama

Footsteps Dance was held in Term 2 to further enrich our PDHPE program.

Our end of year performance was a dramatization of the popular children's book "Giraffes Can't Dance". All students were involved in planning, auditioning and creating character dances for their various roles. The performance itself was indeed impressive, surprising many as it was narrated by Kindergarten.

### SPORT

Middle Dural has continued to offer a wide range of sporting activities throughout the year. Our students participated in daily fitness activities and weekly PE lessons addressing the fundamental movement skills.

Middle Dural PS has continued its long association with Hillside and Annangrove PS by once again combining forces to enjoy competitive and encouraging sporting carnivals.

Our school continued to compete in outside sport programs including PSSA and Swim School, Volleyball and a League visit.