



# Dural Public School Annual Report



2016



1799

## Introduction

The Annual Report for 2016 is provided to the community of 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.

Ms Milly stone

Principal

### School contact details

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## Message from the Principal

I continue to be very proud of the achievement of all our students and the continued success of the strategies being implemented by the school to ensure the continued quality learning and engaging experiences for all our students.

The school's success is underpinned by three key elements of the school plan of Quality Teaching and Professional Practice, 21st Century learners and sustainable systems that our students, staff and community value and appreciate..

The staff at Dural Public School are very dedicated and motivated to work together to provide an engaging and inclusive environment where all students are given every opportunity and encouraged to achieve their personal best in all that they do. Importantly, the students are extremely motivated to learn and participate in all the opportunities that are provided for them. We have the highest possible support from our parent body and the local community.

In the last few years we have seen almost all of our curriculum redesigned and delivered in a manner which better caters for creativity, problem solving and future learning styles.

The grounds at Dural Public School are extensive and with the hard work of our P&C they are maintained to a very high standard and with the recent installation of the rubber surfaced playground the school looks amazing.

I look forward to another very exciting year with all the continued implementation of many new and exciting learning programs that will provide educational opportunities for all.

Ms Milly Stone

Principal

## School background

### School vision statement

Dural Public School is committed to the pursuit of excellence through provision of high quality educational programs for every child and adult at our school. Staff and the community work together to achieve a dedicated commitment to nurture, inspire and challenge students to find the joy in learning and to build upon their understanding to help make sense of the world around them.

In the beginning years it is developing confidence to enable them to be known and understood and their potential developed. As the students progress, it means knowing that they are well supported as increasingly self-motivated learners, confident and creative individuals, with the personal resources to equip them for future success and wellbeing.

As a school, our collective goals is to provide a rich educational environment that supports the consistent development and improvement of student outcomes.

### School context

Dural public School is an innovative and dynamic community based school that creates a positive and engaging environment encouraging all learners to 'Strive for Success'.

The school offers outstanding academic results; an abundance of extra-curricular activities that include debating and public speaking, robotics, Scope IT, dance, drama, choirs, school bands, string ensembles, recorder, buddy reading program, peer support, student representative council, environment group, gardening group and chess; an invigorating and challenging physical education and sporting program, gross motor, Fundamental Movement Skills. We cater for expertise with school PSSA and knock-out competitions. We have an exciting visual arts program run by a specialist teacher that culminates with an art show. A library program that supports technology and research strategies. We have a very strong Student Welfare Policy that incorporates Positive Behaviour of Engaging Learners (PBEL) and we have a zero tolerance to bullying.

We have the latest technology to engage student learning across the curriculum with touch screen LCD's in all classrooms, iPads, and notebook laptops. We have two computer labs.

Our school offers enrichment programs for Kindergarten to Year 6; Support Teacher Learning and English as an Additional Language/Dialect.

The school runs outstanding orientation programs for Kindergarten and the opportunity Classes for Year 5 and Year 6.

Our school has amazing grounds, extensive equipment to support all learning programs and a very strong link with the P&C, parents and the local community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of learning, attention to individual learning needs has been a component of our progress throughout the year. Using the data from internal and external sources, the staff felt that we are sustaining and growing.

In the domain of teaching, a significant change is that staff are developing evidence based practises through their reflection and evaluation of collective work. The staff examined the data and felt that we are sustaining and growing.

In the domain of leading, the leadership team has been highly successful in leading initiatives that developed the

capabilities of the staff and the data indicated that the staff are sustaining and growing.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

21st Century learners

### Purpose

To provide opportunities to learn in an environment that promotes creativity and innovation

### Overall summary of progress

Progress on Strategic Direction 1 has indicated that a growth in the students knowledge and understanding has increased in their creativity, problem solving, technology and innovation This has occurred through significant teaching and organisational changes that have significantly impacted on the engagement of all students through a differentiated learning environment.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Student engagement and motivation survey data</li><li>• Planned goals and professional learning includes system and school priorities, teaching, career and accreditation requirements</li><li>• Evidence will include data, feedback and collaborative practice</li><li>• Students achieving excellent value-added results</li><li>• 30%of students achieve at high levels of performance on external performance measures</li><li>• 25% of students achieving at high levels of performance</li><li>• 92% of students will be above national minimum standard in Year 5</li></ul>		

### Next Steps

The introduction of Scope IT to develop technology skills through coding. All classes have interactive touch screen LCD's and an increased fleet of iPads and laptop computers. All students in Stage 3 participated in a Science Fair. Students participated in the Robo Cup Competition at the UNSW.

Staff have participated in professional leaning in gifted and talented programs. and how to effectively differentiate curriculum to meet the needs of the students.

These programs will continue to develop and grow with a focus on creative and critical thinking and for students to use their feedback to drive their learning.

## Strategic Direction 2

Quality Teaching and Professional Practice

### Purpose

To develop teacher capabilities and competencies to equip students for a global economy.

### Overall summary of progress

Strategic Direction 2 has made significant improvements in the overall data collection and monitoring of students learning. The revision of tracking data folders and the use of SENTRAL has enabled all staff to monitor students in all areas of learning. The Learning Adjustments and the teacher's Professional Development Plans has provided all staff with reflective feedback on teaching programs. School, stage and personal goals has ensured that all staff are developing their teaching skills.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Evidence of professional learning documented in staff learning journals</li><li>• Consistency across K–6 programming and planning leading to quality teaching strategies</li><li>• 15% increase across all stages in school based data growth</li><li>• Achievement of professional learning goals in Performance Development Plans</li><li>• Data from observations of practice will help ascertain goal achievement and to continuously improve practice</li><li>• Professional development of NSW curriculum implementation</li><li>• Staff Performance Development Plans will reflect the goals of the school's 5P Plan</li></ul> <p>Executive monitoring and coaching within and across all stages</p>		

### Next Steps

The continuation of the Seven steps to Writing Program. Data from class and stage based assessments and from external sources have shown that writing from K–6 has developed and significant growth has been achieved. This program will continue to be implemented and developed in 2017.

Differentiation in all Key learning Areas is a ongoing focus. Professional Learning in this area will be undertaken through stage based meetings and mentoring and coaching from the assistant principal's and classroom teachers to develop

programs that will continue to see learning growth for all students

Ongoing student goal setting, feedback and reflection is to be part of classroom practice next year and beyond. practices will be refined to meet the changes of student growth.

SENTRAL is used for student tracking.

Timetabled strategic directions meetings will be held twice a term to build leadership capacity and teacher ownership of school improvements.



## Strategic Direction 3

### Sustainable Systems

#### Purpose

To develop policies and sustainable systems that support organisational practices.

#### Overall summary of progress

The progress on Strategic Direction 3 has enabled many effective systems to be put in place. Through a thorough understanding of school programs, policies and practices these are all accessible and transparent to all members of staff and the school community.. A new communication and bell system has allowed for a efficient and effective operation of Dural Public School. Systems are constantly evolving as needs arise and change.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Increased efficiency and collective understanding of school programs, policies and practices</li><li>• Staff, student and parent survey data 'Tell Them From Me' survey.</li><li>• 100% of staff utilising communication software</li><li>• Administrative staff always visible and available to whole school community</li><li>• 15% increase in the delivery of quality teaching programs</li><li>• All school policies, systems and practices accessible and transparent</li><li>• All student and school data monitored by all members of staff</li><li>• Individual student data to track all areas of student development</li></ul>		

#### Next Steps

With sustainable systems, it is imperative that policies are developed and reviewed so that they can effectively support organisational practices. Communication systems are vital to ensure the effective and efficient organisation of Dural Public School. Processes in place ensure that the administration staff are always visible and are able to effectively communicate school activities to the community effectively and efficiently.

A new LCD sign board to be installed in the school grounds to effectively communicate with the community in regards to daily activities that are occurring at Dural Public School.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	This funding was used to purchase teaching resources for each classroom to support Aboriginal Educational K–6.	\$1,034.14
<b>English language proficiency</b>	These funds are used to support our EALD program which is for 3 days per week and the school pays for the third day. The money is used primarily for teacher support to implement the programs for new English learners. Programs are developed for classroom use.	\$15,663.52
<b>Low level adjustment for disability</b>	Funds are used to support students who are in need of extra support but do not qualify for extra funding. These funds are expended primarily to employ support staff to deliver class support.	\$23,775.00
<b>Quality Teaching, Successful Students (QTSS)</b>	This additional teacher time is used by all the assistant principals to develop teaching programs and mentoring of teachers. It is divided equally amongst the 4 assistant principals.	We received 0.16 teaching hours
<b>Socio–economic background</b>	<p>These funds are used to support families who are experiencing financial hardship. The school provides uniforms, fee relief and excursion relief. This money also provides additional support with SLSO in the classrooms to support learning programs.</p> <p>The school employs 2 support officers full time and 1 in a part time capacity.</p>	\$11,140.14
<b>Support for beginning teachers</b>	Funds received by the school from the government specifically for the support of beginning teachers. Funds have been used very effectively to support Professional Learning, programming and mentoring. The school currently has 2 teachers in their second year.	\$8,161.46

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	217	220	217	221
Girls	219	222	211	205

The student numbers at Dural Public School have grown. In the past two years our enrolment numbers remain around 430. Numbers may vary by 1 or 2 either way. In prior years, student movement has been negligible throughout the year. However, in the past two years children are more mobile with parents occupations causing them to move out of the are, state or country. This trend with student enrolment appears to be the trend. This has not affected our numbers. When a student leaves we then have another student enrol. This has enabled us to stay at a similar enrolment number.

Development in the local area will in the future cause the numbers at Dural to increase.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	96.3	93.3	95
1	94.8	96.5	94.4	94.8
2	94.5	97.3	95.8	94.5
3	95.2	96.1	94.4	94.5
4	94.6	96	94.4	92.9
5	95.2	97	95.1	96.2
6	95.6	95.1	94.9	91.8
All Years	95.1	96.3	94.7	94.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Student attendance has remained relatively consistent over the past 4 years. There may be some differences as exemption for overseas travel is now recorded as leave. Many of our families have families throughout the world and travel to visit relatives and aging parents has significantly increased.

### Class sizes

Class	Total
KL	19
KJ	19
K/1S	22
1/2B	25
1P	24
2M	27
2C	25
3/4H	26
3O	28
4M	22
4D	26
5F	24
5B	30
5R	25
6R	26
6L	30
6H	30

### Structure of classes

In 2016 classes were formed on the distribution of numbers across the stages and also to ensure that the classes between Kindergarten and year 2 remain within the desired numbers of K–20, Year 1–22 and Year 2–24.

The distribution of students between K–6 uses a formulae on which the school is entitled to staffing.. To meet this mandatory staff entitlement meant that in 2016 we had 2 composite classes: KS/1S and 3H/4H.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.41
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0.4
School Administration & Support Staff	3.22
Other Positions	0.16

\*Full Time Equivalent

We do not have any Aboriginal representation in our workforce at Dural Public school.

## Workforce retention

Movement of staff at Dural Public School is very minimal. However, in the last few years we have seen numerous retirements and we have had the opportunity to employ beginning teachers or teachers who have transferred to Dural Public School. Staff are very happy to stay long term at Dural Public School.

## 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	25

## Professional learning and teacher accreditation

Dural Public School has had a major focus on teaching standards, the School Excellence Framework (SEF) as well as differentiation for all our students. This includes students who require learning support and also for those students who need to be extended. This is a constant professional goal that is constantly supported through stage and whole school professional learning sessions.

We have a number of New Scheme Teachers who are gaining accreditation. In 2016 we had 2 teachers who gained accreditation and 1 staff member who is maintaining accreditation.

All teachers who commenced with the Department of Education after 2004 are New Scheme Teachers and will be accredited under the same system from 2017.

## Financial information (for schools using OASIS for the whole year)

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.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>125 954.76</b>
Global funds	131 412.17
Tied funds	82 837.92
School & community sources	158 685.48
Interest	934.88
Trust receipts	9 919.80
Canteen	0.00
<b>Total income</b>	<b>509 745.01</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	54 764.52
Excursions	53 196.23
Extracurricular dissections	62 459.44
Library	2 417.12
Training & development	10 022.71
Tied funds	53 041.63
Short term relief	17 684.07
Administration & office	43 193.37
School-operated canteen	0.00
Utilities	14 441.36
Maintenance	60 481.85
Trust accounts	14 024.23
Capital programs	0.00
<b>Total expenditure</b>	<b>385 726.53</b>
<b>Balance carried forward</b>	<b>124 018.48</b>

The information provided in the financial summary includes reporting from June to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	555 583.77
(2a) Appropriation	293 707.94
(2b) Sale of Goods and Services	2 930.00
(2c) Grants and Contributions	258 688.20
(2e) Gain and Loss	0.00
(2f) Other Revenue	-154.96
(2d) Investment Income	412.59
<b>Expenses</b>	-566 061.77
Recurrent Expenses	-566 061.77
(3a) Employee Related	-182 652.81
(3b) Operating Expenses	-383 408.96
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-10 478.00
<b>Balance Carried Forward</b>	-10 478.00

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

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

	2016 Actual (\$)
<b>Base Total</b>	2 708 592.41
Base Per Capita	22 727.42
Base Location	0.00
Other Base	2 685 865.00
<b>Equity Total</b>	153 633.64
Equity Aboriginal	1 034.13
Equity Socio economic	11 140.13
Equity Language	56 471.85
Equity Disability	84 987.53
<b>Targeted Total</b>	45 550.01
<b>Other Total</b>	18 142.34
<b>Grand Total</b>	2 925 918.40

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.

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

### Financial summary

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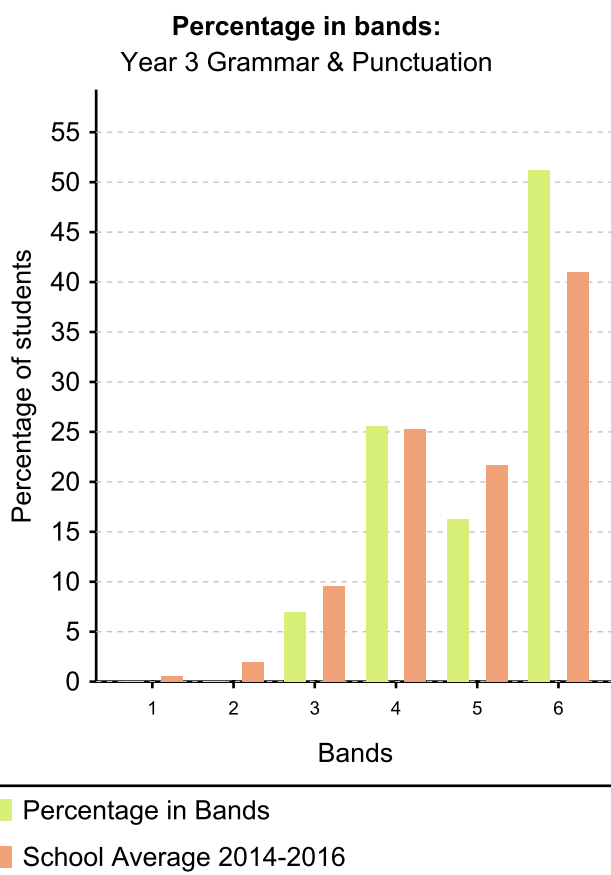
## School performance

### NAPLAN

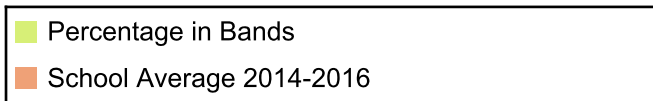
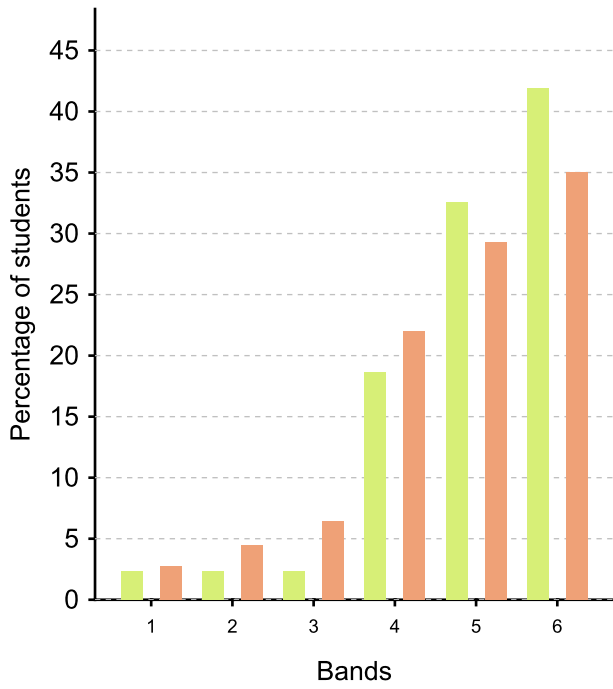
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students in Year 3 have shown that they are performing above state in all areas of literacy. Students have shown an upward trend in all areas and this is a reflection of the programs that are devised and implemented in K-2. The Seven Steps of writing program has shown a significant improvement in writing results in NAPLAN.

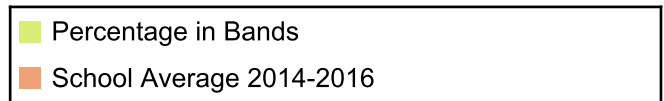
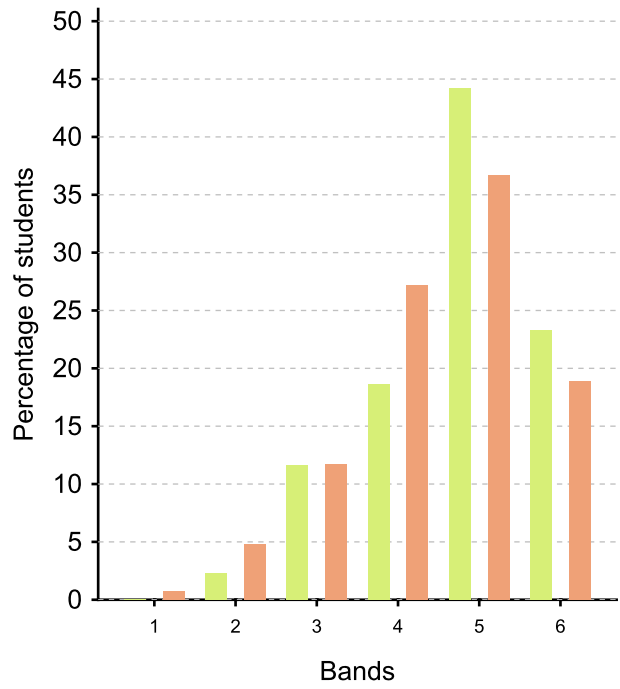
The staff will continue to develop programs in comprehension to support literacy activities.



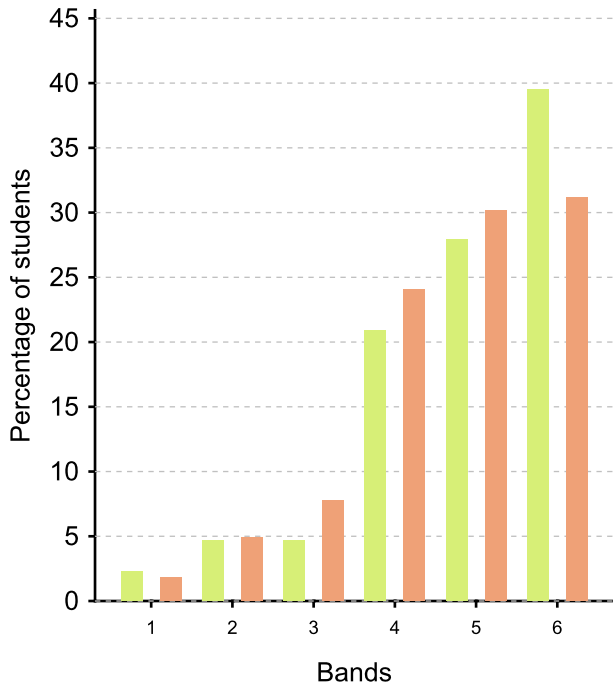
**Percentage in bands:**  
Year 3 Reading



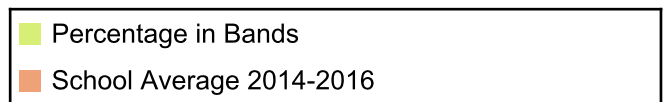
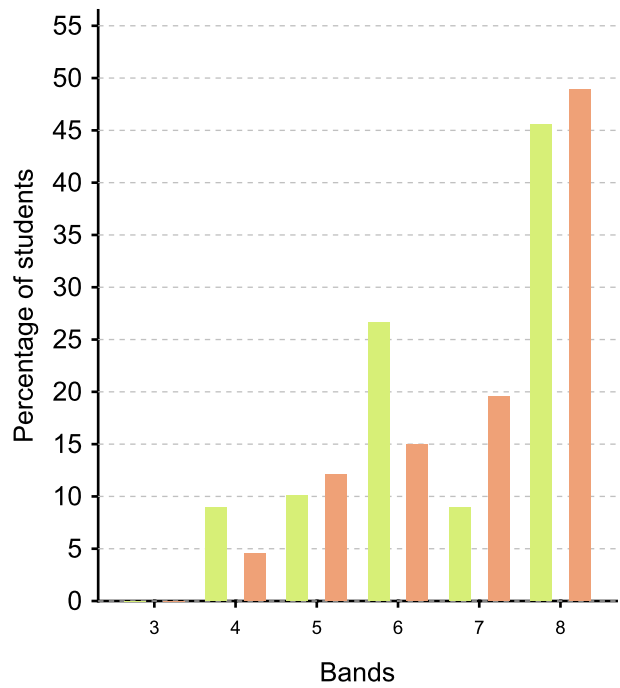
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 3 Spelling

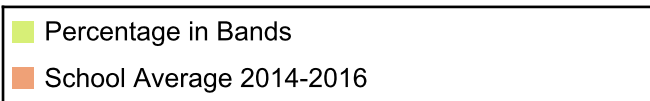
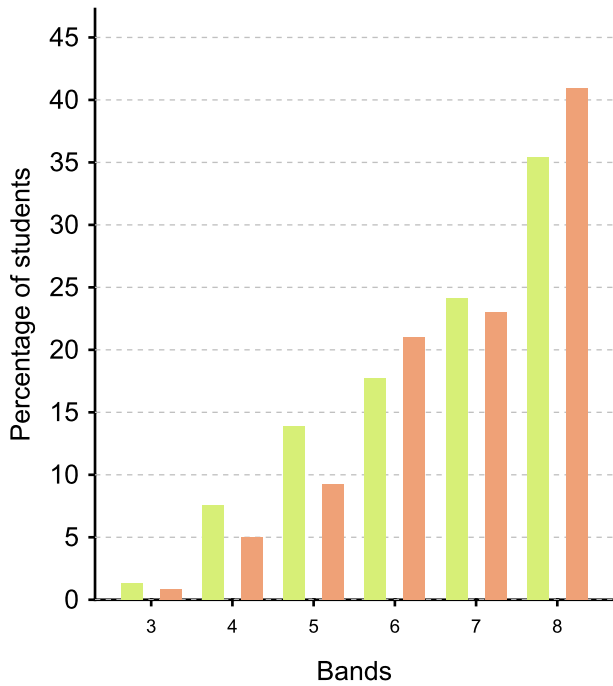


**Percentage in bands:**  
Year 5 Grammar & Punctuation

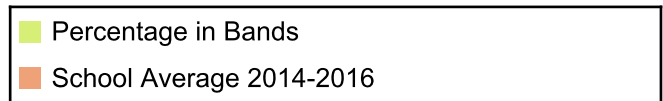
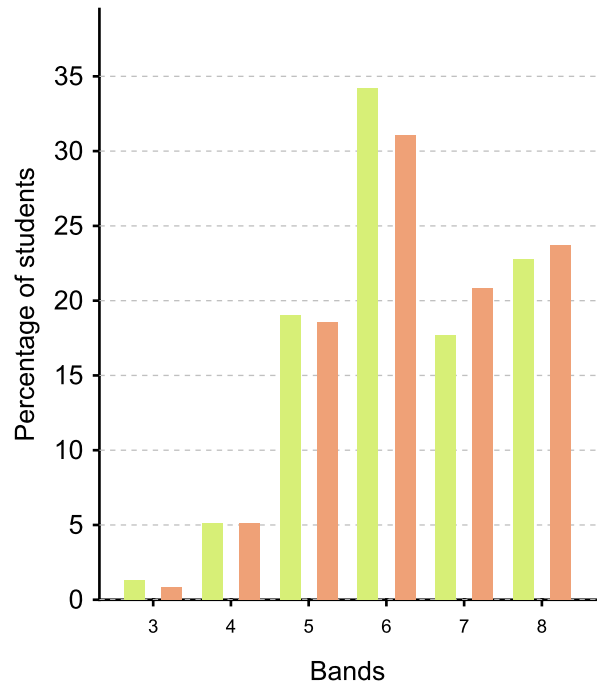




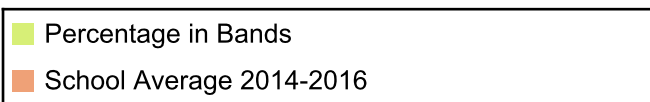
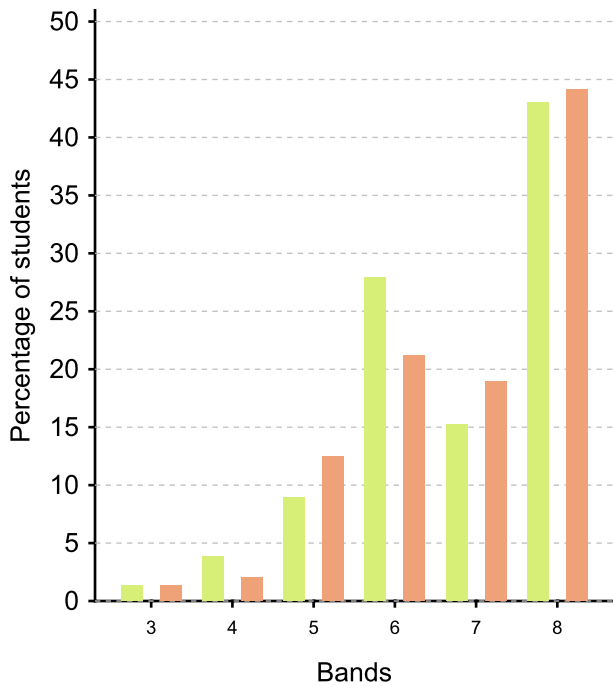
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



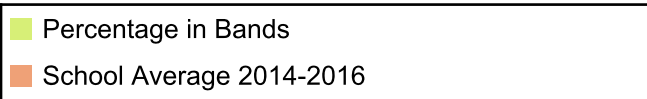
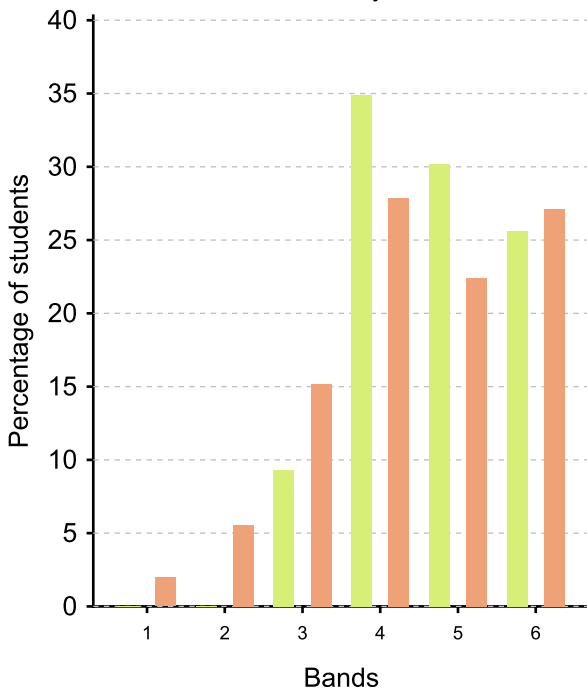
**Percentage in bands:**  
Year 5 Spelling



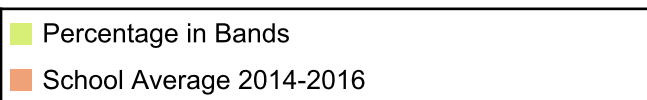
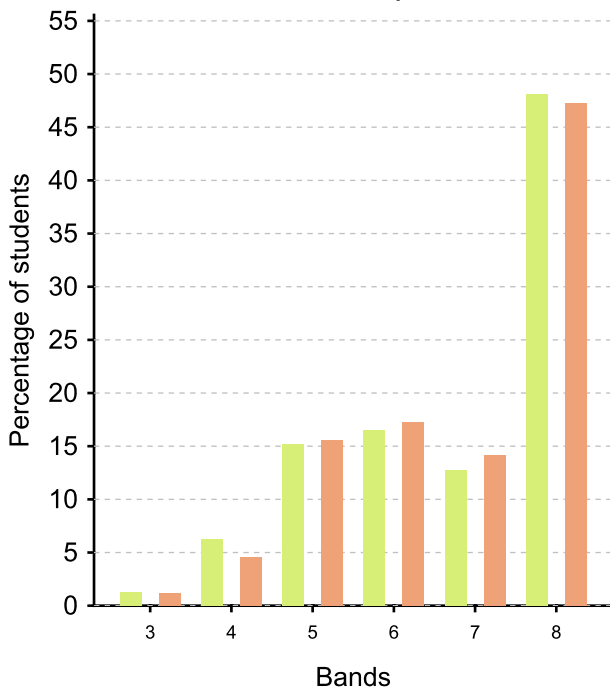
The NAPLAN results for numeracy indicate that Dural Public School is well above state average in all areas of numeracy. The results and student growth in Year 5 are excellent and there is a marked improvement. Once again, this is a result of differentiating the curriculum to meet the needs of the students.

The Year 3 numeracy results also indicate a positive shift in knowledge and this reflects the teaching programs in K-2.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



Our Aboriginal students are working in the top bands in literacy and numeracy.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school once again sought the opinions of staff, parents and students about the school and the changes that have been put into place. All students and staff completed the survey and 42% of families responded.

### Parents

95% stated that this was an excellent school and that children wanted to attend school;

92% stated that the school is a safe place;

89% stated that communication is good;

90% stated that contacting the classroom teacher was very easy and the response time was very quick;

90% stated that the increase in technology devices was very good.

### Students

92% stated that they liked coming to school and that they felt safe.

89% stated that they were learning;

90% stated that teachers try to make learning fun;

### Staff

90% stated that Dural is a great place to work;

96% believed that their work is important to the school;

92% stated that collaborative programming is vital;

98% reported that they are aware of priorities;

90% stated that their work is appreciated by the executive.

## Policy requirements

### Aboriginal education

Aboriginal Education is embedded in all Key Learning Areas. Units of work are now being developed as part of the History Syllabus and will be implemented in 2017. We acknowledge our past at every school assembly and school function. One of the staff has taken on the role to develop programs and to develop and hold professional classes for the school staff.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Our beginning focus is to remember that our Aboriginal people have a rich heritage in the Dural area and that we can learn a great deal from our own area. It is important that we highlight the many contributions of our contemporary Aboriginal people who continue to share their culture, belief, values and traditions.

Aboriginal Education will be part of our History program at Dural Public School.

### **Multicultural and anti-racism education**

At Dural Public School we ensure that the Multicultural Education Policy is embedded in all areas of our teaching curriculum. It is a vital component of the school life of Dural as we are very fortunate to have a diverse range of cultures that are represented and recognised at Dural. Our school policies, practices and teaching programs are consistent with the policy.

The programs at our school allow all students to identify as Australians with a democratic multicultural society. This enables teaching practices that value the backgrounds, history, language and culture of all students. This positive approach promotes tolerance and intercultural understanding.

The English as an Additional Language/Dialect Teacher (EAL/D) programs individual programs and assists all students whose first language is not English. The programs support these children in all areas of the curriculum with the starting point of English language to help them understand the world.

## **Other school programs**

### **Environmental Education and Sustainability**

Dural Public School Community takes great pride in the school environment. The support from the P&C with their four working bees throughout the year is invaluable to sustain our enormous grounds. The school environment group has worked diligently over the course of the year to make the grounds look as amazing as they do. The school environment group, led passionately by Mrs. Onay grows vegetables, looks after the chickens, tends to the worm farms and initiates numerous gardening competitions throughout the year. We use the compost from the worm farm to grow our vegetables and the canteen also uses the fresh produce for the canteen. In 2016 we held a gardening competition that was judged by staff from Hills Council. This was a highlight of the Environmental Education program.

### **Performing Arts**

Performing Arts is a vital program at Dural. Most importantly the performance of music is one of the few educational pursuits that truly combines the physical, emotional and intellectual dimensions of human beings.

This year we have a training band and a concert band. These groups perform at various school functions, the Hawkesbury and Hornsby North eisteddfods and at the Opera House.

This year for the first time we have a K–2 choir. They performed at the performing Arts evening, Harmony Day and at the K–2 Christmas Carols Concert. These children were led by Miss Parker. Our senior choir students have performed at the Festival of Choral Music Concerts at the Sydney Opera House. This year our junior choir (Years 3 and 4) participated in the Pulse Combined Concert and they also performed at the Opera House. The senior and junior choir children have worked extremely hard under the superb guidance of Mrs. Barhon.

During 2016, we had the junior dance group, the senior dance group and the boys dance group perform at the Sydney North Dance Festival, the ultimate Dance Competition, the Hills Dance Spectacular, the battle of the primary schools and the performing arts evening. Along with the Senior Girls Dance Group, the other two groups performed at the Performing Arts Night in Term 4.

### **Sport**

This is our second year of the Live Life Well @ School Project. The Kindergarten to Year 6 classes fully have now fully implemented the Fundamental Movement Skills this year. This has been another very successful program that has been introduced and implemented at Dural Public School. Students were taught dance, modified sport games and a variety of sporting skills. Weekly sport lessons were provided by 'Sport in Schools' specialist teachers.

Sixty students in Years 2, 3 and 4 attended the *School Swim Scheme* learn to swim program.

DPS students represented the school at the Beecroft Zone swimming, cross-country and athletics carnivals. One student, Hayden McDonald was named our Sportsperson of the Year. Hayden is an all round sportsman who excels at so many team and individual sports. He was closely followed by Ingrid Fremanis who excelled in athletics and in the pool. These were two outstanding sportspeople.

### **Premier's Sporting Challenge**

The Premier's Primary School Sport Challenge involved all students Kindergarten to Year 6. This program aims to encourage students to lead a healthy and active lifestyle through physical activity and sport. This program involved the classes participating in a 10 week sport challenge. Students accumulated their physical education time through a wide range of sport and recreational activities during lunchtime, before or after class and on the weekend. Students were encouraged to contribute to the weekly targets and goals by engaging in activities that reflected their interests and catered for their abilities.

Each student received a certificate of achievement, relevant to the level reached. Dural Public School also received funding that was spent on sporting equipment due to the participation in the program. This program is truly embraced by the students and they look forward to participating each year.

### **Visual Arts**

In 2016, we held the second Dural Public School Art Show. Each child from Kindergarten to Year six chose one piece of art work that they were proud to display. In addition, all stages were involved in producing a 3D installation based on topics being covered in the classroom. Children learnt the value of cooperation and the challenges that are encountered when creating large art works. The students were so excited to have an audience for their work and many worked tirelessly on their projects at lunchtime until they were satisfied with the end result. One of the many highlights of the show was the life size fiberglass calf and possum that was designed and painted by the Year Five students.