

# Moruya Public School

## Annual Report

2016



2628

## Introduction

The Annual Report for **2016** is provided to the community of **Moruya PS** 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

I would like to thank the students, staff and community members for their support and efforts throughout 2016 and congratulate the students on their many academic achievements (learning progress) and the staff on their dedication and commitment to student learning and care. Of course, our wonderful parents and community members have made great contributions through the P&C and its sub-committees including the Canteen, Uniform Shop, Ethics Coordinator and teachers and Kitchen Garden committee. The wider community have contributed significantly through our Up & Running tutors, Breakfast Club coordinator and team and the Scripture Coordinator and teachers, my thanks to them all. The school has great community support and it is one of many reasons why it is a pleasure working at Moruya PS. I trust we will continue to work together for the continuous improvement of the school in order to benefit the students and community.

Peter Johnson

Principal

# School background

## School vision statement

Moruya Public School believes every student is unique and has an important place in their community. Every student will develop the skills to be a life-long learner with confident personal and social skills to enjoy life within society. This vision reflects the Melbourne Declaration of Educational for Young Australians 2008.

## School context

Moruya Public School has a proud and long tradition (138 years) of public education in the Eurobodalla. The site was a central school until the high school was built in 1970. In addition to its historical significance Moruya Public School promotes high academic achievement and inclusive educational and welfare practices. Students are offered a comprehensive primary education that includes strong creative and citizenship building opportunities. We establish high expectations for our students and offer them the opportunity, encouragement and support required to lay the foundation for learning for life. Teachers plan, program and deliver curriculum within a quality teaching framework. The school is proud of its excellent reputation for the quality and safety of this learning environment. It is an inclusive public school of some 340 students and 30 members of staff. The school has a significant enrolment of Indigenous students, three special education classes for students with additional and complex learning needs in both mainstream and support classrooms. The school promotes academic excellence for talented students and extra-curricular activities in sport and the performing arts. The school is part of the Eurobodalla Learning Community of public schools that supports excellence and opportunities in learning for students and staff and their community and the value of public education.

## 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.

In the domains of Learning, Teaching, and Leading the school executive believe the school generally achieves at "Delivering" for the majority of the domain areas for the framework and "Sustaining and Growing" for some areas. These higher achieving areas (Sustaining and Growing) include; Well-Being; Curriculum and Learning; Professional Development; Leadership; and Management Practices and Processes. The school does provide opportunities for community members to feedback on school practices and have systems in place for parent engagement. Leadership development is foremost with the promotion of staff to successfully relieve for executive positions and other leadership roles was key 2016 and beyond. The school also works closely with external agencies to support and extend student learning. Monitoring and reviewing student learning data is a feature of school practices, with staff collecting data twice annually and tracking student progress using PLAN database and school assessment schedule. The school targets for Mathematics and Writing have been significant goals for all students to achieve with the regular review and diagnosis of individual and group achievement to target extension or additional support. There are a number of staff members who continue to work beyond their classrooms to support wider school programs. Student progress and learning needs are regularly supported through the learning and support team operation that closely monitors with teachers their learning needs through the years. The student voice through the SRC and other initiatives undertaken by students demonstrate strong participation and ownership of the school community. The school acknowledges student achievement through its level system as well celebrating learning and effort through a variety of incentives from K-6 which promotes a positive school community.

To improve the learning culture, the school is seeking to increase the culture of student responsibility for their own learning and their aspirational educational desires or goals. To improve the school's performance area of assessment and reporting, an increase in class teacher monitoring and tracking of student achievement to a deeper degree would benefit student learning. The school's achievement in recent years in external and internal performance measures has declined. To improve in the area of Collaborative Practice, consistent and more specific feedback and collaboration in lesson study practices need to be employed. To improve in the area of School Planning, increased ownership of staff in strategic teams would result in a more effective implementation of the plan. Resource management needs development in the school to provide access and support for teachers to provide an eclectic learning environment in all classrooms.

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

Excellence in individual learning, inclusivity and welfare

### Purpose

A strong focus on excellence in individual learning, inclusivity and welfare will enable the provision of quality teaching and engaging learning to shape responsible, caring and productive citizens.

### Overall summary of progress

75% of staff believe that students are more confident and engaged in their learning as identified in the "Tell Them From Me" (TTFM) survey (an improvement from 65% in 2015). Suspension data shows a reduction from 50 to 48 but can still be improved (only 5% of school). A whole school positive behaviour database has been developed to track progress. School values are displayed on signage and in communication to the community. Positive behaviour for learning expectations and strategies and Mental Health information are published in school newsletters and on the school website. Individual Education Plans, Behaviour Plans and Personal Learning Plans have been developed in consultation with parents and caregivers. Staff, students and parents/carers understand the school's behaviour expectations and procedures.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff survey score showing that staff believe students become fully engaged in class activities to increase from 7.8 to above 8 as identified in the "Tell Them From Me" (TTFM) survey.	7.9 score achieved – a slight improvement but not target of 8.	
Student survey score showing that students are interested and motivated to increase from 65% to 78%	75% achieved close to three-year target.	
Attendance rates (all students to end of term 3) increased to 93.5% for 2015–17 compared to 93% of 2012–14.	91.4% still significantly down on previous years. One reason for this is that there has been no HSLO support for two years.	
Indigenous absences to reflect 19% of all absences 2015–17 compared to 22% for 2012–14.	Aboriginal student attendance still proportionate at 25.4%.	
Reduce average yearly suspension rate to 30 for 2015–17 compared to 45 for	Suspensions still high at 50 for 2016. However, behaviour incidents reduced by 10%.	
Establish reward system for high attendance – 100% each term.	Class reward system established for high attendance in all grades.	

### Next Steps

During 2017 the school will implement Positive Behaviour for Learning (PBL). The full implementation of Positive Behaviour for Learning will include a further review of positive and negative consequences as well as an evaluation of acknowledgements (rewards) to elevate the importance of each strategy. All staff will be trained in this program while a smaller team of staff will coordinate the implementation across all year levels K–6. Regular communication will continue with the whole school community about Positive Behaviour for Learning through information published on the website and in the newsletter.

Catering to individual students needs, for both support and enrichment, will continue through the creation of individual learning plans and differentiated class programs. This will assist with developing confidence within students as well as student engagement in learning.

## Strategic Direction 2

Quality Learning for All.

### Purpose

A clear focus on staff and student leadership to increase our capacity to deliver excellent outcomes for all students.

### Overall summary of progress

The continual improvement of the quality of staff professional learning and their goals is an on-going process that has seen benefits through the increasing collegial support and conversations between staff that is evidenced based and observable. The feedback and coaching between staff who are collaborating is very strong. The collection of student assessment and its analysis is informing classroom practice better and the generation of targeted personalised learning plans.

In addition to this, staff are continually receiving training in current best practices in education as well as in the implementation of the new curriculum. During 2016 we have seen a particular focus on the implementation of the new history syllabus with staff designing and implementing inquiry based teaching and learning opportunities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have professional learning plans that are framed by the professional standards and promoted through coaching, resulting in greater numbers of staff being accredited at higher levels.	All staff achieved current required accreditation, including maintenance and one still in process of completing high accomplished.	
Focus on Learning survey identifies staff believe professional learning and classroom practice are supported by the school/leadership to a score of 7.2.	The survey showed staff score of 6.2, which is a reduction from 6.5.	
Parent survey score showing that parents believe student learning is supported to increase from 7.6 to above 8 as identified in the Focus on Learning survey.	The parent survey score was 6.7 which was a reduction from 7.6.	
100% of staff use formative assessment to inform teaching practice.	All staff completed assessment schedule including formative and summative assessments.	

### Next Steps

In 2017 one of our focus areas will be to increase teacher ownership of class and school data. This in turn will drive analysis and the designing of specific learning experiences to provide the next learning achievement for every student. The school is targeting student achievement in the middle area to increase performance especially those who may not be reaching their full-potential. Teachers will be designing, tracking and reporting to parents their progress. The use of technology and innovative practices that increases student performance and engagement will be examined and applied to classrooms.

In addition, a rigorous implementation of the Positive Behaviour for Learning program will assist the development of an even more positive school culture to enable student and staff learning to flourish.

### Strategic Direction 3

Strong Community Partnerships.

#### Purpose

The development of strategic partnerships with our wider community to support accountability, continual improvement and excellent outcomes for all.

#### Overall summary of progress

Community and parent workshops or training sessions were provided twice through the P&C. A consultation process with key stakeholders was enhanced through the employment of a retired teacher to gather survey responses at key events such as the election day stall and discos. There was a regular community of schools network at two local schools to promote accreditation at all levels; one at a local high school for permanent staff and one at a local primary school for relief staff. There is one staff member seeking accreditation at highly accomplished level. There are new leaders developed in sport and relieving executive level. A team has been established for the implementation of the Kids Matter program and initial staff training has occurred.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
From 2015–2017 the TTFM Parent Survey indicates a score of 8 or above in relation to the schools ability to make parents and the community feel welcome.	In 2016, the parent welcome score was 7.9, a reduction from previous year of 8.7	
Increase the number of staff taking on leadership roles to above 85%	The staff leadership roles were at 60% of the staff, another reduction, next year it should be closer to 80%.	
An increase of 5% per year of the number of staff taking on leadership roles.	The reduction last year went from 75% to 60% this year, but is expected to be higher next year.	
Regular AECG meetings that establish a community website with MGoals for Indigenous students.	No AECG meetings were established in 2016.	
Staff as leaders in Eurobodalla Learning Community (ELC), Kitchen Garden and AECG.	Staff continue to be involved in the Eurobodalla Learning Community with 2 as leaders of events and one as teacher in-charge. Leadership is quite strong at PSSA with two staff on the executive and leading major events.	
Students in active leadership initiatives including: Year 6 Leaders, PK, Peer Support, House Captains, SRC, PBL	All year 6 students were trained in Peer Support, Playground Keepers and given most leadership positions as House Captains, SRC or the Student Leadership Team. All the roles were fulfilled satisfactorily by the students.	
Long-term stability and operation of the Kitchen Garden program.	The Kitchen Garden was again funded by community sources and achieved enough funding to maintain in 2017.	

#### Next Steps

During 2017 the school will continue to implement the Kid's Matter program. Staff will receive additional training and the first of the Kid's Matter projects will be completed. In addition to this raising whole school awareness about the need for

strong positive mental health practices will be a focus. Support within the school for student well-being will also remain a priority.

Forming and maintaining strong partnerships with key stakeholders will remain a focus to ensure that within the school there is a positive and supportive community who work together to support student learning.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>The Aboriginal Education Committee (AEC) with parent advice allocated funds to support individual student learning needs.</p> <p>Teachers' reports on student learning support allocated by the Learning and Support Team (LST) demonstrate all students progressed through the classroom intervention.</p> <p>The Learning and Support team allocate additional learning and support throughout the year to provide additional learning and support for many students K–6.</p>	\$118000
<b>Low level adjustment for disability</b>	<p>LST identifies students with additional needs. Learning and Support Teachers (LaST) complete support plans and target SLSOs. Classroom Teachers (CRT) complete student referrals. Out of Home Care and learning and support applications for student support all year.</p> <p>Programs are reviewed based on student achievement and more students identified and targeted with additional support throughout the year.</p> <p>Funding expended for the year and targeted to student learning needs.</p>	Low level adjustment for disability \$35,305.00
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Assistant principal (AP) support for learning and engagement support established.</p> <p>AP actions completed for student learning and engagement and staff follow-up.</p> <p>Student behaviour issues compared to previous year and semester to ascertain effective intervention and support.</p>	<p>Quality Teaching, Successful Students (QTSS) \$7,000.00</p> <p>Socio-economic background funding \$8,000.00</p>
<b>Socio-economic background</b>	<p>Budget targeted to learning needs of students as identified in the evaluation.</p> <p>Computer coordinator time increased to ensure adequate support for technology issues.</p> <p>Kitchen Garden program resources and additional garden officer support implemented by mid-term 4.</p> <p>Strong positive feedback from community about performances and student's enthusiastic about band.</p> <p>Reading recovery teacher included an additional student in their program.</p> <p>Learning plans completed for all Aboriginal students with their families who attended the joint meeting. Student progress in the reading recovery program is strong.</p> <p>English and maths program results for all targeted students showed progress in their</p>	<p>Low SES funding.\$103000</p> <p>Per capita loading \$20000</p> <p>Location loading \$12000</p>

<b>Socio-economic background</b>	learning.  Learning and support teacher time enabled more students to be supported.  Additional assistant principal resulted in an overall reduction in behaviour incidents from previous year.	Low SES funding.\$103000  Per capita loading \$20000  Location loading \$12000
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	200	198	196	189
Girls	175	168	172	175

There has been a gradual reduction in student numbers since before 2013. The boys have always out-numbered the girls across the school.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.1	94.3	91.9	91.9
1	92	91.7	92.6	91.1
2	93.7	93.2	91.9	92.8
3	93.3	94.6	92.3	89.8
4	92.9	90.8	92.8	92
5	93.9	91	89.7	91.7
6	92.5	92.7	90.8	89.9
All Years	92.9	92.6	91.7	91.3
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

Since 2013, the attendance pattern has declined across the years. In 2016 a number of attendance programs were trialled to improve student attendance including class promotion program, school incentives and learning and engagement support through additional staff. Attendance improvement will continue to remain a target in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration & Support Staff	7.02
Other Positions	1.15

\*Full Time Equivalent

There are two Aboriginal teachers and an Aboriginal Education Officer as well as two Aboriginal relief SLSOs employed.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

### Professional learning and teacher accreditation

All staff have participated in the professional learning activities, including: cooperative programming and planning using data; behaviour management; and History syllabus; Staff have worked in teams to plan, program, teach and assess together to ensure consistent teacher judgment and practices. Staff have been supported with professional learning plans and buddies to provide quality learning programs and peer observation. Kid's Matter and technology use in the classroom were also a training program. The average expenditure per teacher was \$2286. The total professional learning expenditure was \$50307. The school development days included the following training programs: Term 1 Child Protection Update; Health Care Plans Preparation and Anaphylaxis training; use of Sentral database; PBL training; Staff and Responsibilities and school organisation. Term 2 – How To Learn training program at Pambula. Term 3 included a day on History teaching and Attendance plans and Code of Conduct. Term 4 – More modules of the How to Learn course.

There are currently no new scheme teachers working towards accreditation. All staff are at accomplished standard with one staff member seeking high accomplished teacher standard.

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

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>245 862.00</b>
Global funds	333 921.00
Tied funds	383 012.00
School & community sources	118 449.00
Interest	5 423.00
Trust receipts	28 674.00
Canteen	0.00
<b>Total income</b>	<b>1 115 341.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	57 296.00
Excursions	53 497.00
Extracurricular dissections	48 458.00
Library	6 961.00
Training & development	0.00
Tied funds	385 408.00
Short term relief	145 718.00
Administration & office	58 400.00
School-operated canteen	0.00
Utilities	47 075.00
Maintenance	28 086.00
Trust accounts	27 404.00
Capital programs	0.00
<b>Total expenditure</b>	<b>858 303.00</b>
<b>Balance carried forward</b>	<b>257 038.00</b>

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

### School-based assessment

The school collects data from class teachers through a school assessment schedule that provides tracking of student learning from semester to semester in English and Maths. Student progress is also tracked using the software in PLAN database which identifies their progress on the literacy and numeracy continuums. The school data includes:

Standardised spelling testing; Moderated assessments across grades; Reading records; Sena test results; Continuum tracking (Literacy and Numeracy using PLAN).

The school targets have focused on Spelling, Writing and Maths (place value cluster). The following results are from analysis of this data to 2015/16:

Kinder 2016: 69.6% at or above reading record level; 55% at or above Writing record level; 58% at or above Place Value level.

Year 1: 72.3% at or above reading record level; 37% at or above spelling level; 53% at or above writing level; 37% at or above place value level.

Year 2: 71.3% at or above reading record level; 75% at or above writing level; 56.6% at or above spelling level; 61.3% at or above place value level.

Year 3: Literacy/writing aspect 34% at or above expected level; Numeracy/place value aspect 62% at or above the expected level; 45% at or above expected chronological age in spelling.

The school is targeting an increase in the percentage of student achievement in each area and tracking their individual progress through the PLAN software.

### 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.

In Reading:

53.8% of students in year 3 fall into the middle bands. 50.1% of students in year 5 fall into the middle bands. 27% of year 3 students achieved in the top bands. 24.6% of year 5 students achieved in the top bands for reading. Our focus continues to be on moving these students from the middle to upper bands through explicit differentiated programs.

The Trend Data continued to decline for both year 3 and year 5 in 2016. In 6 questions for year 5 reading

we performed better than the rest of the state. These questions included skills relating to finding facts, inference, connecting ideas and understanding the main idea of a text. In a further 18 questions our difference compared to the state was only slightly below. In 4 questions for year 3 reading we performed better than the state. These included questions on inference, connecting ideas, interpreting vocabulary and understanding the main idea. In a further 14 questions our difference to the state was only slightly below.

**In Writing:**

53.8% of students in year 3 fall into the middle bands for writing. 29.4% achieved in the top bands. 63% of Year 5 students achieved in the middle bands for writing. 22.3% achieved in the top bands.

There is no trend data for writing. In writing our students write well-structured but simple texts. The task is to further develop their skills so that they can write about more detailed and complex subject matter.

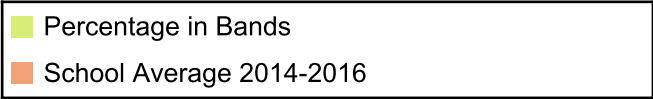
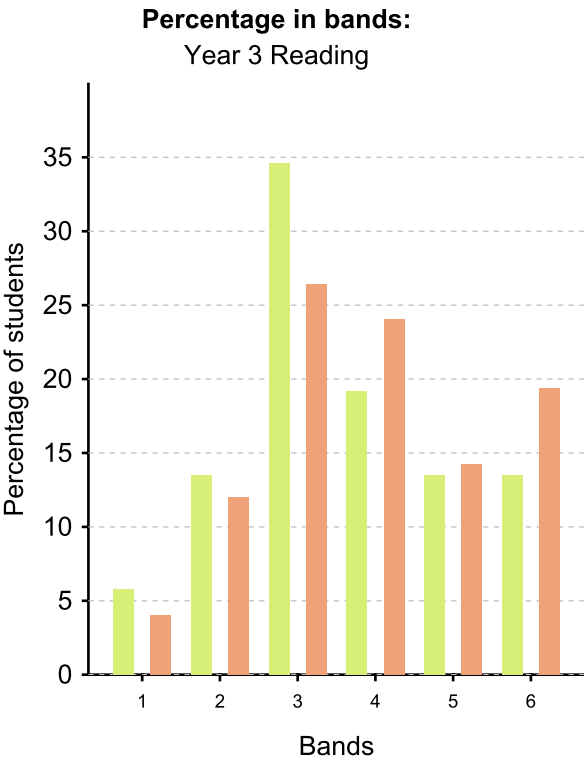
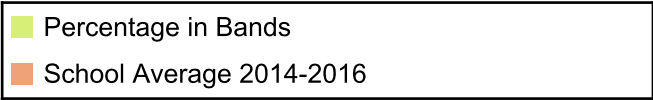
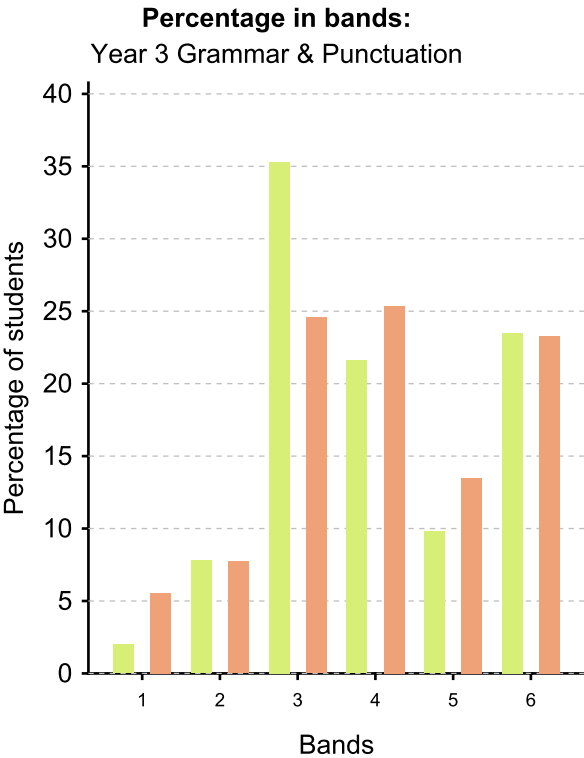
**In Spelling:**

47.1% of year 3 students achieved in the middle bands. 27.4% achieved in the top two bands. In year 5, 55.6% achieved in the middle bands. 13% achieved in the top bands.

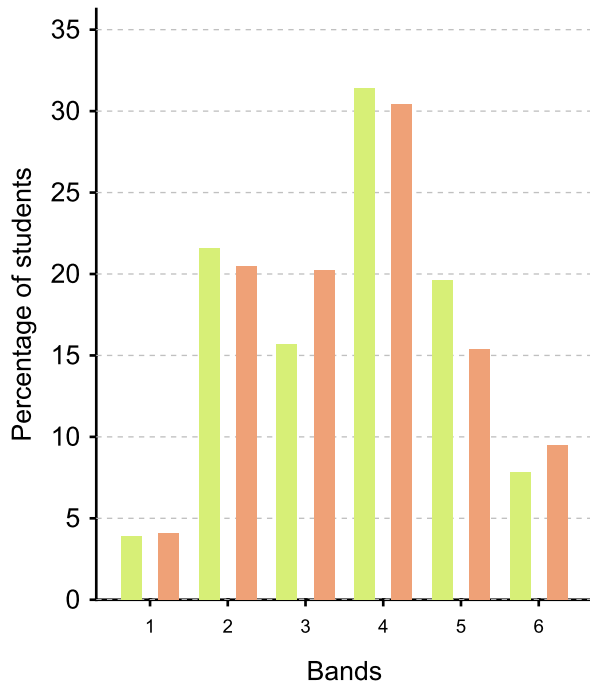
**In Grammar and Punctuation:**

56.9% of students in year 3 achieved in the middle bands. 33.3% achieved in the top bands. 46.3% of students in year 5 achieved in the middle bands. 18.5% achieved in the top bands. In year 3 grammar and punctuation we achieved better than the state in 6 questions. These were related to modal verb, adverb, noun, subject-verb agreement, pronoun reference and apostrophe of contraction. In 11 other questions our achievement was only slightly below that of the rest of the state.

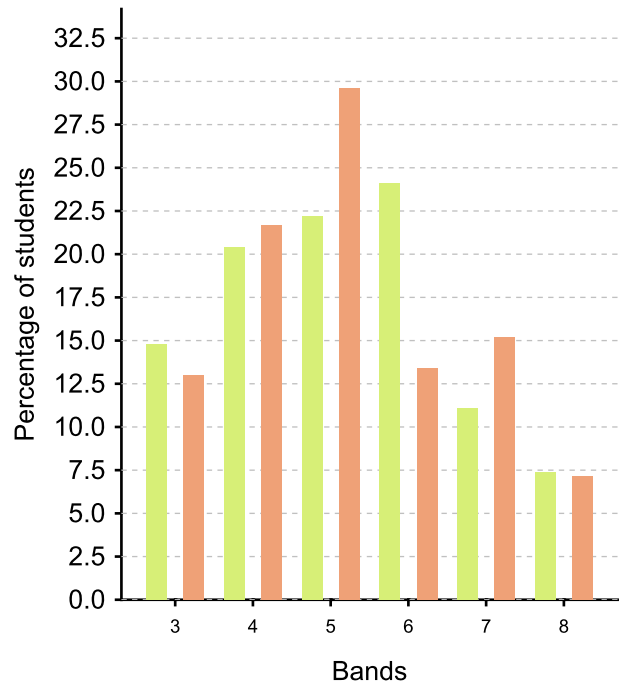
In year 5 grammar and punctuation we achieved better than the state in 4 questions. These were related to sentence punctuation, pronoun reference, use of adjectives and identification of compound sentences. In 11 other questions our achievement was only slightly below that of the rest of the state.



**Percentage in bands:**  
Year 3 Spelling



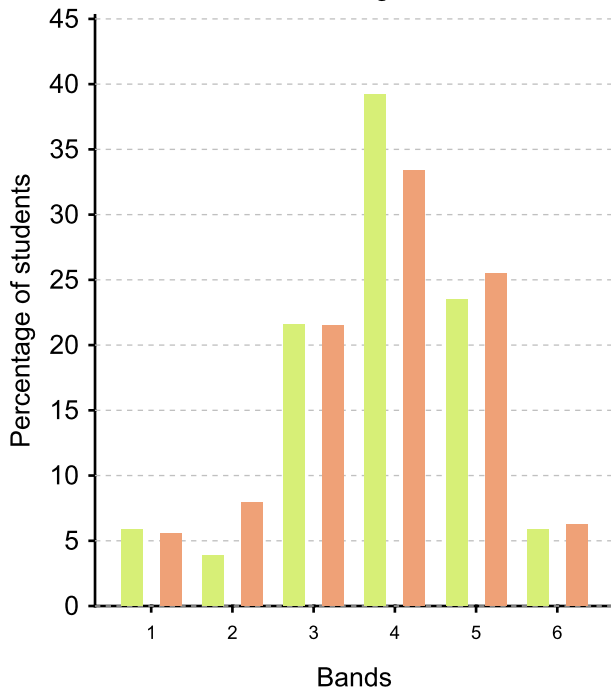
**Percentage in bands:**  
Year 5 Grammar & Punctuation



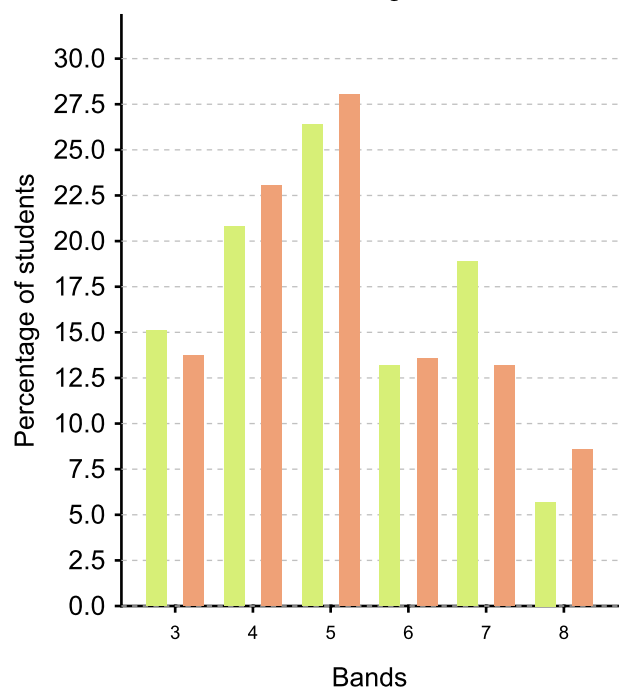
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



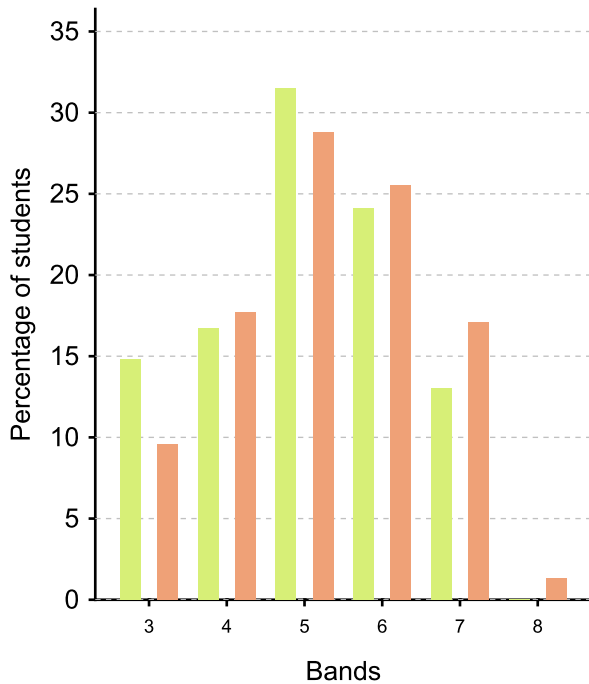
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2014-2016

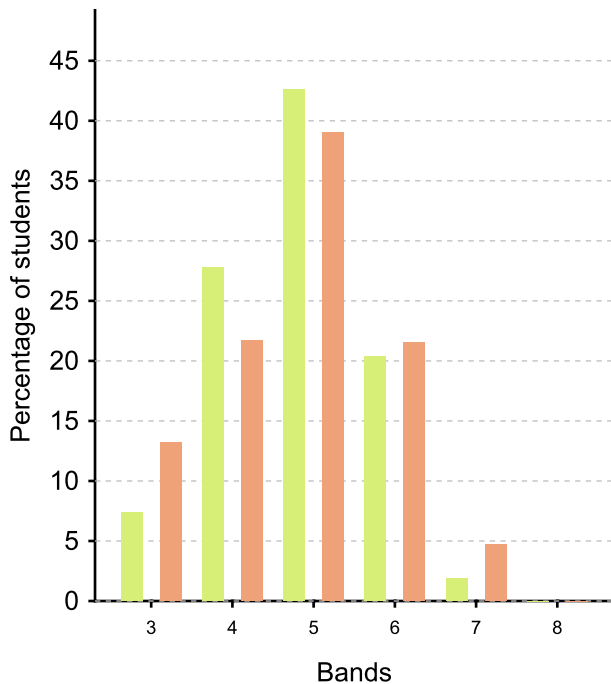
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

In Numeracy in year 3, 49.1% of students achieved in the middle bands. 21.5% achieved in the top bands.

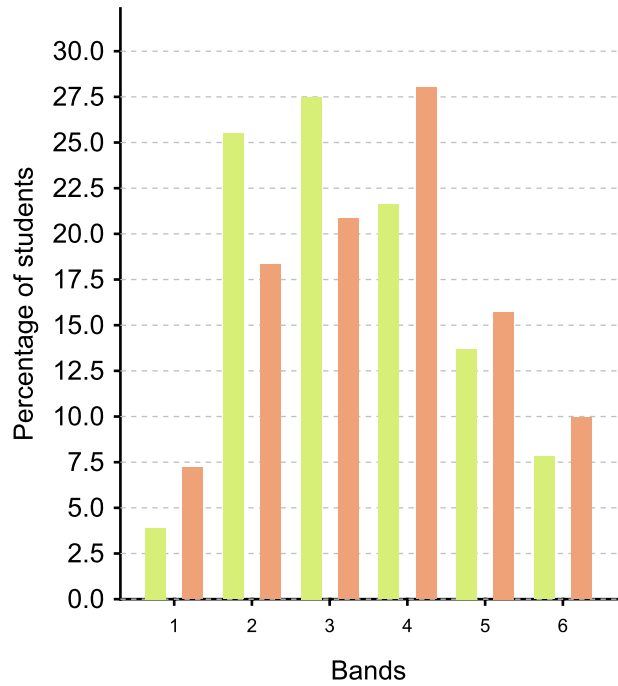
In Numeracy in year 5, 57.4% of students are achieving in the middle bands. 14.9% achieved in the top bands.

In year 3 numeracy in 4 questions we achieved results better than the rest of the state. These questions

related to three dimensional space, data, multiplication and division and chance. In 16 other questions our results were only slightly below the state.

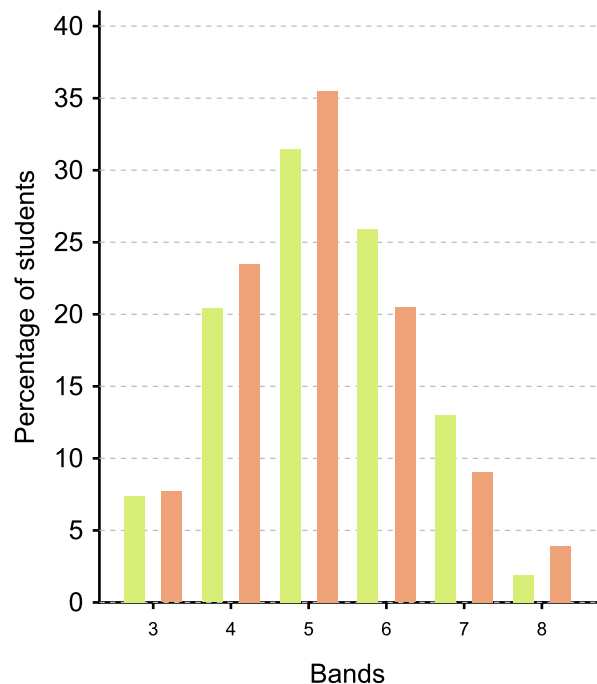
In year 5 numeracy in 4 questions we achieved results better than the rest of the state. These questions related to three dimensional space, mass and addition and subtraction.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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.>

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## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below from the "Tell Them From Me" survey in 2016; the students valued the school's outcomes.

The Parent survey shows the school is not as welcoming as it was in 2015, with a score of:

Parents Feel Welcome 7.5 (8.2 in 2015)

I feel welcome when I visit the school. 7.9 (8.7)

I can easily speak with my child's teachers. 7.7 (8.3)

I am well informed about school activities. 7.4 (8.5)

Teachers listen to concerns I have. 7.1 (7.6)

I can easily speak with the school principal. 6.8 (8.7)

Written information from the school is in clear, plain language. 7.6 (8.5)

Parent activities are scheduled at times when I can attend. 6.6 (7.4)

The school's administrative staff are helpful when I have a question or problem. 8.5 (8.9)

The survey also shows a decline in parent perception that student learning needs are supported well at school:

School Supports Learning 6.7 (7.6 in 2015);

Teachers have high expectations for my child to succeed. 6.3 (7.4)

Teachers show an interest in my child's learning. 7.1 (8.1)

My child is encouraged to do his or her best work. 7.3 (8)

Teachers take account of my child's needs, abilities, and interests. 6.6 (7.6)

Teachers expect homework to be done on time. 6.3 (7.1)

Teachers expect my child to work hard. 7.1 (7.5)

The staff believe their collaboration (teamwork) could improve according to the survey results below:

I work with other teachers in developing crosscurricular or common learning opportunities – 8.2 (7.9)

Teachers have given me helpful feedback about my teaching. – 6.8 (7.1)

I talk with other teachers about strategies that increase student engagement. – 8.2 (8.3)

The staff believe the leadership in the school could be more supportive:

School leaders have helped me establish challenging and visible learning goals for students. – 5.9 (6.1)

School leaders have helped me create new learning opportunities for students. – 6.6 (6.3)

School leaders have provided me with useful feedback about my teaching. – 5.9 (6.8)

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 95% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.

Students are interested and motivated in their learning.

- 75% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%. This is an improvement on last year's result of 74%.



## Policy requirements

### Aboriginal education

The school has a population of 59 students who were identified as Aboriginal or Torres Strait Islander descent. This represents 21% of the school population. The Aboriginal Education programs are well supported by an Aboriginal Education Committee and school

based initiatives such as the Maths in Context units of work and community excursions that involve family, students and community members. The staff is committed to the implementation of the Aboriginal Education Policy. Aboriginal students have a Personal Learning Plan that is designed to reflect the student's strengths, interests, cultural and community/family connections and learning goals. Families were invited to school to meet with staff to collaboratively plan for their child. Staff were released from class to meet with families. This was a successful experience with positive feedback from the community. Personal Learning Plans will be formulated again in 2017 and will be recorded in the Sentral database so that all staff have easy access to the information given by families and students.

A new Cultural program was introduced this year to include a ten week dance and culture education program led by David Carriage. The end of the program was celebrated by a performance for the whole community.

NAIDOC week was held at the beginning of Term 3 and reflected the theme "Songlines: The living narrative of our nation." The program included: a community pizza lunch held in our kitchen garden; formal assembly with a special guest speaker David Carriage (respected community member); an award to an indigenous student to recognise academic achievement; class/student written/creative response to the theme. A pavement chalk art competition was held at Riverside park and respected community members judged the works and the local newspaper was invited. An Indigenous hall of fame award was presented to Kylie Parsons for her contribution to Moruya Public School.

It was decided by the AEC to continue with a program in 2017 that engages all our students and to hold the celebrations at the end of Term 2 to allow for term projects and planning reflective of the theme. Regular AEC meetings are held each month at the school involving Aboriginal parents, community members and staff. The committee looks for ways to improve and increase participation and new families are always warmly welcomed. Continuing programs for 2017 include: Aboriginal learning support officer; Personal Learning Plans; Excursions in the local community; Employment opportunities for Aboriginal SLSO's; and the Dance and Culture program.

Student achievement in Naplan for year 3 reading from 2014–16 (total of 21 students) showed the school achieved higher than the state in bands 6–8 with 42% of students compared to the state with 32%. However in year 5, the reading result was not as good with the school having 8% in the top bands compared to the state with 28%. The school's assessment data confirms the need to continue to work hard to narrow the gap with only 17% of Aboriginal students (in years 3–6) achieving at or above grade expectations for writing as well as 13% only at or above in place value knowledge.

The school will continue to support Indigenous students at school by providing targeted programs in the areas of literacy and numeracy. School data and national data will be used to guide and inform the school on the progress of the targets for indigenous students and

therefore target the teaching and learning cycle.



### Multicultural and anti-racism education

The school promotes cultural awareness, respect and appreciation through the mandatory units of work. There is one student on English as a Second Language program. Other practices include:

- Participating in the Japanese culture and language taught through the Japanese LOTE program yrs 3–6.
- Improvements in the school to ensure an inclusive school community and a racism free learning and working environment, by celebrating differences at assembly and whole school events; Harmony Day and Disability week.
- Celebration of Harmony Day.
- Culturally inclusive teaching practices, especially during NAIDOC week; CWA country project research by stage 3 students culminating in a luncheon with CWA and guest speaker from country; class units of work on differences shared at assemblies.

The anti-racism officers (ARCO) are recognised but rarely used in the school because racial issues are rare.