

Moulamein Public School Annual Report



2016



2632

Introduction

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

Jennie Wilson

Principal

School contact details

Moulamein Public School

Brougham St

Moulamein, 2733

www.moulamein-p.schools.nsw.edu.au

moulamein-p.School@det.nsw.edu.au

03 5887 5208

School background

School vision statement

Our Vision

At Moulamein Public School we aim to provide students with a comprehensive, quality and tailored education. We have high expectations and foster positive community relationships. Onwards always strive.

Our Commitment

Our commitment to all stakeholders is underpinned by the Department of Education and Communities (DEC) values including fairness, respect, integrity and responsibility. We aim to design and deliver flexible, innovative and reliable services which meet and exceed our community's expectations. The DEC has a vision for a vibrant and dynamic NSW, where highly skilled and educated people achieve their full potential, build social and economic prosperity, participate in activities that contribute to the wellbeing and contribute as informed citizens. In working towards this vision, all staff in our school have a role to play. This may be through providing experiences that inspire and facilitate teaching and learning or working to engage and support our community.

School context

Moulamein Public School is a transient community, located in rural NSW, with a current enrolment of 50 students. The classes consist of multistage groups. Moulamein PS has a strong focus on student wellbeing and developing the whole child. Improving the literacy and numeracy standards of each student is central to all learning, and is embedded across the curriculum. Parent and community members make valuable contributions to the school's programs and the welfare of students. Moulamein PS attracts funding recognising low socio-economic factors, geographic isolation, location, and low level disability that the school caters for.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 the staff indicated the following –:

Learning Culture – Delivering

Wellbeing – Delivering

Curriculum & Learning – Delivering

Assessment & Reporting – Working towards Delivering

Student Performance Measures – Working Towards Delivering

In the Domain of Teaching the staff indicate the following–:

Effective Classroom Practice – Delivering

Data Skills and Use – Working towards Delivering

Collaborative Practice – Delivering

Learning and Development – Working Towards

Professional Standards – Working Towards

In the domain of Leading the staff indicate the following –:

Leadership – Working Towards

School Planning Implementation and Reporting – Delivering

School Resources – Sustaining and Growing

Management Practices and processes – Delivering.

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

Student Wellbeing

Purpose

Every student is equipped with social, emotional and physical skills which empowers them to engage in and enjoy meaningful relationships and experiences to prepare themselves for life-long learning.

Overall summary of progress

Students have a clear understanding of the school values and their responsibilities. Staff have implemented a comprehensive and integrated wellbeing and behaviour program with the support of teacher professional learning. This program has led to creating a positive learning environment. Staff have a strong focus on learning support and ensure programs are adjusted and implemented to support students with learning needs. Parents and carers work with the Learning Support teams to ensure students' learning goals are addressed and supported.

To date, some progress in achieving the improvement measures has been achieved. Staff changes, including that of class teachers and principal, had a significant impact on the self-assessment and planning processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individual Learning / Behaviour Plans are implemented and written in consultation with students and parents.	<p>Our beginning teachers were given the opportunity to work with the School Counsellor to write Learning/Behaviour Plans.</p> <p>A consistent format for Learning/Behaviour Plans was adopted by all staff across the school.</p> <p>SLSOs employed to support students with high learning needs across three classrooms until 1pm and 2 classrooms after 1pm.</p> <p>SLSOs employed to provide extra support with recess and lunchtime duty in line with the personal learning plan for one of our funded students.</p> <p>Teacher employed so that review meetings could take place with School Counsellor, classroom teachers and parents of funded students.</p>	<ul style="list-style-type: none">• Funding Integration – \$57, 226.00• Support for beginning teachers
All students to show a demonstrated and measureable improvement in behaviour, attendance and social and leadership decision making	<p>Principal and teachers attended PBL professional learning sessions in Deniliquin.</p> <p>Whole school PBL (Positive Behaviour for Learning) sessions held on Fridays to review and further develop student understanding of our core values of Safety, Respect and Responsibility across a variety of contexts within the school. Senior students given the opportunity to lead small, mixed aged groups during these sessions.</p> <p>Our senior students attended the GRIP Leadership conference in Mildura.</p> <p>Opportunities provided to engage students in activities and projects aimed at developing leadership and citizenship – Burrumbuttock Hay Run Fund Raising, Star Light Foundation Star BQ, Heart Foundation's Jump Rope for Heart.</p>	<ul style="list-style-type: none">• Professional Learning – \$880.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students to show a demonstrated and measureable improvement in behaviour, attendance and social and leadership decision making	A consistent whole-school approach to behaviour management and reward systems. All students involved in the decision making process for end of Term reward days. Student attendance monitored at weekly staff meetings. Support of HSLO and school counsellor when needed.	

Next Steps

Continue to train teachers in whole-school behaviour systems.

Purchase Sentral and use the electronic program to record student wellbeing data.

Plan teaching and learning programs and whole-school well-being activities to continue to raise the profile of our expectations.

Students who have been identified by parents/carers and teachers will have the opportunity to join an Environmental Group to help develop social skills and ensure students have a greater self-worth, as part of improving student well-being.

Strategic Direction 2

Quality Teaching & Learning

Purpose

Identifying and understanding the knowledge and skills students bring with them to school in order to develop and implement quality teaching and learning programs. High quality teaching, professionalism and commitment will ensure lessons and learning opportunities are engaging and teaching strategies are evidence based.

Overall summary of progress

Teaching staff have become more familiar with the Literacy and Numeracy continuums and Professional Standards through professional development. However, due to the change in staff, this will need to be continued, and re-addressed. Staff are beginning to use the continuums to track students progress. Beginning teachers are well supported through a mentoring program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All teachers are confident and knowledgeable in Professional Standards to be able to demonstrate evidence that validates the achievement of the standards.</p>	<p>Professional mentor was engaged to support the writing of teachers' Professional Development Plans.</p> <p>All casual, temporary and permanent teachers participated in the Professional Development cycle, presenting evidence of growth against the National Professional Standards for Teachers.</p> <p>All teachers (permanent, temporary and casual), participated in a cycle of peer observations, professional discussion, reflection and mentoring. Feedback from these sessions resulted in increased confidence in beginning teachers and improved teaching practices and planning.</p> <p>Three members of our teaching staff attended an Autism Workshop in Bendigo to enable them to meet a professional learning goal.</p> <p>Permanent and Temporary beginning teachers attended K–10 Geography Syllabus Workshop to prepare them for the implementation of the new syllabus in 2017.</p> <p>Permanent Beginning Teacher provided with additional release and mentor support.</p> <p>Employing SLSOs with a teaching background ensured our permanent beginning teacher and temporary beginning teacher were well supported within the classroom with opportunities regular professional conversations and collaboration.</p>	<ul style="list-style-type: none"> • Beginning teacher support– \$5,588.16 • Professional Learning– \$4,587.60
<p>All students K–6 will show growth along the literacy and numeracy continuum equivalent to one year of learning each school year.</p>	<p>All teaching staff participated in Adobe Connect PLAN training, resulting in an increased understanding of how to monitor student progress and plan activities to move students along the continuums.</p> <p>Staff worked together to plot students on the Literacy and Numeracy continuum during Weeks 5</p>	<ul style="list-style-type: none"> • Literacy & Numeracy program K–6 \$2,831.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students K–6 will show growth along the literacy and numeracy continuum equivalent to one year of learning each school year.	and 10 of Terms 2, 3 and 4. This collaborative approach ensured consistent judgement. Network initiative focused on analysing data to inform teaching which resulted in increased capacity to differentiate the curriculum to meet student needs.	
Best Start data demonstrates students achieving Level 3 or higher before commencing Kindergarten	This improvement measure is currently not relevant.	N/A

Next Steps

Teachers will be creating a data wall to track student progress.

Teachers will begin to collect work samples and use formative assessment to design and differentiate learning programs as a whole school. Teachers will be supported through internal professional learning with the Principal. Teachers will be develop five weekly programs or learning cycles for literacy by the end of 2017. Writing will be our focus area and teachers will use markers and threads within the continuum to plan and monitor growth.

Staff will begin professional development on Visible Learning and begin to use strategies within the classroom to improve students outcomes. All classes will use success criteria, feedback strategies and have a Bump it up Wall.

Students will be expected to achieve one year's learning growth each school year.

Strategic Direction 3

Connections & Partnerships

Purpose

Work together as a learning community to inspire students through an innovative curriculum and learning experiences to gain the knowledge and skills to achieve their personal goals and become confident, creative individuals and active and informed global citizens.

Overall summary of progress

The school has a positive image in the community and the achievements of students are celebrated in the media each week. Our community is updated regularly on our academic and sporting achievements. Our parent body, carers and community have strong links with our school through the community newspaper, ANZAC day, school events, school beautification program and fundraising.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Everybody within the school community knows and is committed to the schools strategic directions and practices to achieve educational priorities	<p>Principal mentor engaged to establish a budget for desired classroom structures that would assist staff to achieve our educational priorities.</p> <p>P&C support sought and gained to fund small classroom support structures for Literacy and Numeracy Monday to Thursday.</p> <p>Participation in , 'Tell Them From Me' Survey to assist with school self-assessment and evaluation process. Unfortunately, small sample groups meant evaluations were not as helpful as we hoped they would be, and an alternate means of gathering self-assessment data will need to be provided.</p> <p>Continued involvement in ANZAC Day commemoration and Lions Public Speaking provided a meaningful context to learn about citizenship and civics.</p> <p>Students continued to have the opportunity to access South West Arts music programs via VC facilities.</p> <p>Consultation with IT Support Staff and classroom teachers took place to determine best option for spending T4L (Technology For Learning) rollout points. Six desktop computers were ordered allowing us to upgrade library and office computers and then relocate remaining computers into the 4/5/6 classroom.</p> <p>Widespread community consultation around an Associate Principal model took place in Terms 2 and 3.</p> <p>The school website was regularly updated to showcase student learning, activities and programs to the wider community. In addition, our school newsletter continued to be published in the Wongi (Moulamein's small community newspaper) ensuring school events and student achievements</p>	<ul style="list-style-type: none">• Funding/Integration \$57 226.00 (part)• RAM Equity Funds \$11 560• P & C Donations

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Everybody within the school community knows and is committed to the schools strategic directions and practices to achieve educational priorities</p>	<p>were communicated to the community.</p> <p>Our SAM and Permanent Beginning Teacher attended a Social Media Workshop. As a result, we as a staff are more informed about the pros and cons of different Social Media formats.</p> <p>Our school's Burrumbuttock Hay Run Fundraising effort was a student lead initiative involving the school and wider community. Following the Hay Runners return to Moulamein, a member of the team shared photos with students and answered questions, ensuring they could see the benefits and meaning behind their efforts.</p> <p>Members of our school community were regularly invited to participate in events at our school, including: assemblies, sporting carnivals, Mother's Day and Father's Day activities, Easter celebrations, our Education Week, Book Fair, 'Jump Rope for Heart' and P&C meetings.</p>	

Next Steps

A joint environmental group, involving students and community members, will provide an engaging STEM program. This project will utilise unused garden beds and various school resources. Students will also be using ICT and reporting the community about their project.

We will begin a highly engaging whole-school music program. This will involve South West Conservatorium of Music and funding new music equipment to form ukulele and tuned percussion groups. Bands will perform in the community.

Teaching staff will investigate implementing the See-Saw app into all classes to help communicate with parents about the learning that is taking place within the classroom each week. Students will aim to discuss their learning goals with their parents and carers.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	During 2016 our school utilised our funds to employ learning support officers to support teaching and learning. An extra classroom teacher was employed to reduce class sizes Monday to Thursday for literacy and numeracy lessons.	<ul style="list-style-type: none"> • \$24 170 Low level adjustment for disability RAM allocation
Socio-economic background	Students from low socio-economic backgrounds were provided with increased learning opportunities to improve learning outcomes. This included targeted learning support in classrooms and intervention programs delivered by learning support officers.	<ul style="list-style-type: none"> • \$17 768 Socio-economic Background RAM allocation
Support for beginning teachers	Beginning teachers were released for an additional two hours per week to work with their mentor. Teachers received support in programming and behaviour management. The aim was to improve practice and student achievement.	<ul style="list-style-type: none"> • \$5,588.13 Permanent Beginning Teacher Support

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	23	20	25	23
Girls	23	25	24	23

Enrolments remained steady throughout 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	96.5	92.8	94.3
1	95.9	95.8	93.2	93.3
2	97.1	97.7	94	95.5
3	93.3	98.6	95.5	92
4	94.9	95.2	95.1	91.5
5	96.4	98.9	95.8	92.8
6	93.8	94.8	92.4	90.2
All Years	95.3	96.6	94	92.7
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

Management of non-attendance

Attendance is carefully monitored throughout the year by staff and principal.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	0.99
Other Positions	0.12

*Full Time Equivalent

Currently there is no one employed at Moulamein with an Aboriginal background.

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

All staff completed mandatory training requirements in Code of Conduct, Anaphylaxis and Emergency care, Child Protection and Workplace Health and Safety. Teachers completed professional learning in regards to SMART data, Positive Behaviour for Learning and learning around understanding and using the Literacy and Numeracy Continuum. Some teachers also attended workshops on the new K-6 Geography syllabus.

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

Financial information

This summary financial information covers funds for operating costs to 31st December and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	78 622.27
Global funds	99 396.32
Tied funds	109 379.82
School & community sources	31 034.81
Interest	2 101.61
Trust receipts	6 799.55
Canteen	0.00
Total income	327 334.38
Expenditure	
Teaching & learning	
Key learning areas	34 902.00
Excursions	14 532.70
Extracurricular dissections	5 148.41
Library	1 340.12
Training & development	29.20
Tied funds	91 711.58
Short term relief	1 360.50
Administration & office	11 580.45
School-operated canteen	0.00
Utilities	18 374.85
Maintenance	16 933.88
Trust accounts	5 502.30
Capital programs	0.00
Total expenditure	201 415.99
Balance carried forward	125 918.39

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.

Due to the small cohort undertaking the 2016 NAPLAN testing we are unable to report on these tests.

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.

Parent/caregiver, student, teacher satisfaction

Due to large staffing changes, Moulamein Public School did not complete any surveys to gauge their level of satisfaction about the school.

Policy requirements

Aboriginal education

Moulamein Public School incorporates Aboriginal and Torres Strait islander perspectives into the teaching and learning programs across the curriculum. There is positive recognition of Aboriginal culture through our programs and recognition of our nation's Indigenous history.

An Aboriginal bush tucker garden has been established with the community and consultation with local elders. This garden continues to expand and signs will be erected to acknowledge the local Indigenous community.

Students who identified as an Aboriginal or Torres Strait Islander and enrolled into Moulamein Public School throughout the year were provided with additional learning support when required and developed personalised learning plans with their teachers. Moulamein Public School teachers are committed to closing the gap and ensuring students are reaching expected growth in their learning.

Multicultural and anti-racism education

Cultural diversity is recognised and appreciated across the entire school and community. Awareness of different cultures and celebrations is fostered through the diversity of students, families and staff. We have a very accepting, positive and respectful school culture.

All classes incorporate multi-cultural perspectives into teaching and learning programs. Within our programs we address culture, racism, culture diversity, citizenship, anti-racist laws and Australia's multi-cultural society.